Student Generational Trends and Contrary Post-Secondary Policies: A Case Study of a Large Canadian University

by

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Abstract

The demographic of students accessing post-secondary education has changed significantly over time. As continues to be true over time, the average undergraduate student today is born of a different generation than those before it and therefore likely motivated by different things than those undergraduate students of the past. Parallel to this fact, post-secondary processes and funding models have also shifted over time. Though there has been a timeline of significant changes, policies have not focused specifically on the shifting needs in student motivators, but rather the shift in financial funding models. This study hopes to provide insights into how traditional brick and mortar post-secondary institutions can practice policy in ways that will allow them to continue to attract students from the most prominent (87%) age group of students enrolled in postsecondary institutions in Canada; which according to Statista would be 29 years (Jeudy, 2022). This data was collected for the 2019/2020 academic year, meaning that students were born in 1990 and later. Due to the fact that these students represent the majority, millennial and generation Z students were the main focus of this study, with the understanding that they do not represent all students of today. Within this research I ask the question: how have universities in Canada adapted their policies and policy practices to effectively address the student motivator trends of millennial and generation z students? This case study uses a thematic analysis of data collected through semi-structured interviews and was employed to explore policy in practice at a large Canadian post-secondary institution in the Summer of 2021. The results identify significant areas of opportunity to integrate a restorative approach into policy creation and practice to better meet the motivator trends of students today. The key

consideration is that student motivator trends emphasize a need for community inclusion. They care deeply about being involved in their education, as well as the campus environment. A restorative approach to policy creation and practice would seamlessly integrate a community-based approach to post-secondary development and culture shifts.

Keywords: generations, motivators, post-secondary, restorative practice, student community, policy and practice

Preface

This thesis is an original work by Jenna Dahl. The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name “Student Generational Trends and Contrary Post-Secondary Policies: A Case Study of a Large Canadian University”, Pro00108312, April 22, 2021

Dedication

To my mother for pulling me in a little red wagon, my step father for teaching me to drive, my friends who taught me to run, my husband who taught me to climb, and my children who taught me to sit still.

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."

-Walt Disney

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I am also deeply indebted to my husband, Ian, and children, Westley and Mabel, for their full support of my pursuit of higher education. I never would have been able to do this without your love, time, and smiles. You will forever be my inspiration.

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Chapter 1 Introduction

Document Structure

This thesis will flow through four main segments to provide you with a well-rounded picture of the research: justification, research activity, results analysis, and conclusion. The justification portion will include this chapter as well as Chapter 2, the literature review. You will see within the literature review chapter that there are three main categories of focus: generational motivator trends, major post-secondary policy shifts, and restorative justice. The research in this thesis began with the first two sections in which a gap was discovered between the trajectory of student motivator trends and policy shifts. However, my recommendations include the application of restorative justice practices within higher education. Therefore, providing background on its applications up until this study is critical to the argument. The second segment, methodology, is covered within Chapter 3 and reviews six critical points of information: framework, data collection, scope, setting, analysis, and ethical considerations. Thirdly is the results analysis in which I present two main sections in Chapter 4. The first section is the thematic findings that were gathered throughout the process of data collection. The second is the data analysis for each of the three categories of focus within this thesis: instructor onboarding, space allocation, and academic misconduct. Lastly is the conclusion and recommendations section, present in Chapter 5. Now that I have provided you with an overall understanding of how this document will flow, I welcome you to continue to the justification portion of this document.

Purpose and Significance

Canadian U15 (research) universities were established beginning in the early 1800's and were built to serve the students of their time (U15, 2022). This established infrastructure continues to this day. These universities are divided into faculties, departments, and units to create uniformity, and these institutions of higher education are well suited to students whose generational motivators are directly related to job loyalty and monetary gain (i.e. Traditionalists and Baby Boomers)(Goldbeck, 2017). Baby boomers or traditionalists are those born before 1960; these two generations are the earliest of the generational categories. Their shared characteristics include work being all-consuming, a heavy focus on title and recognition, and little care for feedback (Goldbeck, 2017; Kane, 2017).There have been a number of exploratory studies centered around these generational characteristics and differences, even to the point where it has become culturally common to point them out in conversation (Bali et al., 2013; Brotheim, 2014; Chamberlin, 2009; Cresnar & Jevsenak, 2019; Fallon, 2009; Goldbeck, 2017; Kane, 2017; Mahmoud et al.,2020; McCrindle, 2014; Mendoza, 2018; Perna, 2019; Puiu, 2017; Seemiller & Grace, 2016; Strauss, 1991; Stuckey, 2016; Therrell & Dunneback, 2015; Wells, Fishman, Horton, & Rowe, 2018; Zimmer, 2015). Weeks and Schaffert (2019) explore how each generation derives meaning from their work, with each generation stating that it is extremely important for them to find meaning in the work they are doing. In the case of this research, I am making the assumption that this would include the work done by students. Weeks and Schaffert (2019) state that each generation finds meaning in different ways given the major world events that have happened during their lifetime. Though these happenings are not illustrated within

the article, they do illustrate the differences this has created within each generation. Traditionalists derive meaning from an organization's values mirroring their own and from challenging work, while baby boomers care deeply about success and reaching their own personal goals. Generation X is where work-life balance and working with good people became paramount, which evolved into millennials being motivated by seeing others thrive and having a connection to the community around them (Goldbeck, 2017; Fallon, 2009). As these differences in generational trends have become apparent, alternate options for post-secondary education have been introduced into the market. Distance education, flexible degree options, and certificate opportunities have become the norm of today, which are all adversely affecting the consumer market for existing brick and mortar universities (Patru & Khvilon, 2002). These two realities - post secondary changes and generational trends - are yet to be deeply explored in tandem, which presents a gap in the literature. This study is an effort toward filling that gap in the existing literature around trends in post-secondary education in Canada.

Given that the generational motivators of today's students (millennials and generation z) are centered around community building, flexibility, social impact, and work-life harmony, it is critical to understand what factors of the existing university structure are unappealing to these consumers of post-secondary education (Fallon, 2009). This study will explore what physical space allocation is like on university campuses and if it encourages community building in these spaces. The ability to have physical space on campus that is allocated for people to gather is important for students to make a community connection in a designated space. These spaces allow student groups to hold events, students to connect for academic purposes, and create a

physical connection with their post-secondary institution. In addition, I explore whether professors are provided with the tools to cater to needs like flexibility and community-building within the classroom. Understanding what types of resources instructors are provided with at the outset of their teaching career will illustrate their potential to effectively teach millennial and generation z students. With the rapid change in generational motivators from baby boomers, who care about personal success, to millennials and generation z students, who prioritize the success of the whole community (Weeks & Schaffert, 2019; Seemiller & Grace, 2016), educational institutions should be aware of what approach to take in altering policy in a way that attracts contemporary students from these age groups. Which brings us to our third category of focus, academic misconduct. Understanding what is most effective for students of today when it comes to disciplinary action can promote an increase in collaborative practice across campus and a decline in student academic misconduct cases. This is beneficial for post-secondary institutions in the long run: attracting students to campus and engaging them in ways that are meaningful and purposeful has the likelihood of creating engaged alumni who continue to support the institution post-graduation (Winstead Reichner, 2019). This qualitative study will look at policies at a large post-secondary institution in Canada to understand if they contribute to student demotivation given generational trends. As Therrell and Dunneback (2015) state, demotivation is showing up for current students as decreased attention, low focus, and a lack of ability to engage with their post-secondary education. The data from this study will provide insights to determine whether universities with long-standing traditions like the one in this study can adapt to better suit the needs of students, both today and in the years to come.

Positionality

There was always the expectation in my family that I would pursue post-secondary education, despite the fact that my father had a high school education and my mother didn't pursue higher education until after I was in primary school. However, my mother had a long-standing career at a college in the United States and therefore I grew up in an environment focused on education. After high school, I attended post-secondary in the states for a year before deciding to transfer programs to a Canadian university to pursue a degree that better suited my interests at a lower price. That transition posed significantly more difficult than I expected. The institutions size alone was exponentially greater than I was used to and the structure of campus life was foreign to what I was used to growing up. I struggled with balancing finding a new community and excelling in my studies. Struggling in this new environment is what lead me to pursuing a career in higher education, so that I could support others in navigating an unfamiliar bureaucratic structure in order to encourage success.

Throughout my working career I have focused on encouraging student success which has lead me to an interest in student motivators. Throughout my work I could see gaps between what they were motivated to do and how the educational environment was structured. This sparked my original interest in understanding how post-secondaries measure success versus how students understand their own successes. As I dove deeper into trying to understand this dichotomy, I discovered the drastic changes in student points of view over time. This is where the generational motivator part of my research question emerged. As my exploration continued into creating an understanding of how policy has developed over time to meet these needs, I discovered

a significant difference between how quickly student perspectives have changed and how slowly policy has changed to reflect those perspectives. As I discussed my frustrations with policy and the challenges I had in articulating the student perspective to upper administration with a mentor of mine, she suggested I look into restorative approaches in higher education.

As I continued to converse with my mentor I started to see a divide in our perspectives, as she is from an older generation I was curious at how our perspectives evolved to have contrasting themes, despite having similar upbringings. My working relationships almost seemed more difficult to navigate with my perspectives as a millennial than those of the students I worked with, who were much closer to my age. Which brought me to researching not only differences in generational trends, but also lead me to pursue an understanding in how higher education has changed overtime. Institutions are still governed the same way they were in the 1960s, when Baby Boomers were attending post-secondary. As Tudiver (1999) states, though student populations on campus have skyrocketed, their voice in campus governing bodies has not, and the process remains a poor example of democracy. This creates a greater concern as millennial and generation z students illustrate great interest in community and social involvement (Seemiller & Grace, 2016; Bali et al., 2013). They care deeply about impacting the world around them and post-secondary policy in Canada has not adjusted at an appropriate speed to address this concern. Knowing that I could not address all areas of policy within a single study, I drew from personal reflection of the frustrations I had encountered when supporting students in navigating bureucratic channels, as well as past research to define my research terms. As such, I draw

parallels between generational motivators and current institutional policies in the three main areas of concern: instructor onboarding, space allocation, and academic misconduct. During my career in post-secondary education as an administrator, one of the main problem areas that came up consistently was space allocation. From offices to meeting space, it felt as though we were constantly fighting to find physical space on campus. Through my network of post-secondary professionals across Canada, I found that this was a consistent topic of concern at many institutions. Since I work closely with students, I had a strong understanding of their frustrations with finding accessible space, and so it was important for my research to focus on student gathering spaces and the allocation of such, to understand whether community-building was a factor in these decisions.

Secondly, I had interacted with the process of academic misconduct a few times throughout my career, from supporting faculty through creating a case, to connecting students with ombudspersons. It has been apparent in my experience that the process presented as punitive and isolating. With students who care deeply about connection with community, I identified this area of policy as an important topic to study in order to understand the isolating factors. Lastly, as an administrator, I understand that faculty members and instructors are consistent points of contact for our students. Since they establish the campus culture, understanding how they are prepared to do so is important in order to see what is emphasized from an administrative level as critical for their success on campus. Since student motivator trends have changed so significantly, I hoped that onboarding subjects would include areas such as how to build a classroom community (Emmanuel & Delaney, 2014).

As a millennial who has played the role of both student and administrator at a University in Canada, I have personally experienced how institutional policies can be demotivating in both dimensions. As a student, navigating policies is difficult when it is not always clear which policy applies to your situation or how the policy translates into practice. From an administrative point of view, attempting to follow policy in order to get any new initiatives approved and enacted can take months if not years. As an administrator, one of hottest topics recently has been budget (French, 2021). This is an important consideration when it comes to post-secondary education due to the reliance on government funding. With the change in the educational funding climate in Alberta shifting to performance-based funding, there is an emerging focus on creating high student satisfaction (White, 2020). This is a critical consideration when we look at institutional policies and the reality that they can be demotivating factors for students. If students are demotivated throughout their post-secondary experience, their satisfaction is likely to be low. As such, any focus on performance, workplace changes, and industry trends as they relate to personal needs will directly impact the measure of student satisfaction (Cresnar & Jevsenak, 2019; White, 2020). Cresnar and Jevsenak point out that millennials value different aspects of the workforce than previous generations did, such as self-direction rather than tradition. In the case of the university studied in my research, there is a gap in understanding between the university's policies and their efforts to meet the shift in values that will relate to student satisfaction. Which is where instructor onboarding comes into the discussion. As one of the main points of contact with students, it is important for instructors to understand this shift towards self-direction

and community connection in order to keep students motivated in their studies, and keep them enthusiastic about furthering their education.

Current Student Demotivation

The five most recent generations (traditionalists, baby boomers, generation x, millennials, and generation z) all have different motivators. Therrell and Dunneback (2015) gathered data from millennial students to identify emerging themes that linked the operations of research-focused universities and millennial student demotivation. They found that these students are currently demotivated due to a lack of enthusiasm in the classroom; they don't feel as though they are engaging in experiential learning linked with a challenging learning environment; and there is a lack of caring from their instructors. Puiu (2017) also elucidates the similarities between millennials and generation z, all of whom are deeply motivated by community connection and work-life harmony. Puiu (2017) simultaneously highlights millennial and generation z differences from Baby Boomers and Generation X, with the latter generations being motivated more deeply by personal success, prestige, and loyalty to an organization and its values. These studies provide research on specific generational differences, while suggesting a relation between these differences and demotivation as a result of educational institutional practices. This thesis explores the change in these institutional practices as they relate to student demotivation. Through the collection of interview data on post-secondary policy I illustrate the parallel between policy in practice as it relates to student motivator trends at a specific case study institution.

Research Question

Significant research has been conducted in order to understand student generational motivator trends. Puiu (2017) uses his findings as a call to action for administrators and faculty to shift their practices in order to effectively educate and promote the success of the current generations of students. However, there is a gap in the research: policy and practice have yet to be explored with the lens of generational motivators. This study responds to this gap in order to pinpoint where efforts can be made to tailor post-secondary operations to better suit the expectations of the students of today. This research provides insights into how traditional brick and mortar post-secondary institutions can practice policy in ways that will allow them to continue to attract the ever-changing student market by asking the question: how have universities in Canada adapted their policy in practice to effectively address the student motivator trends of millennial and generation z students? Supporting this research question will be the following guiding questions: Do policies that determine how physical space is allocated on campus encourage community building for students? Is there a possibility that the academic misconduct process could integrate a community-building lens? Are professors and instructors sufficiently onboarded in order to effectively create a classroom focused on community and flexibility?

Glossary of Terms

Baby Boomer: Individuals born between 1943 and 1960

Bureaucracy: A system of administration, in the case of this document used to describe a hierarchy of authority and decision making

Canadian U15 Universities: “The U15 Group of Canadian Research Universities is a collective of some of Canada’s most research-intensive universities. Although each institution advances its own research and education mandate. The U15 Directorate works for the collective interest of all our members. (They) foster the development and delivery of long-term, sustainable higher education and research policy, in Canada and around the world” (U15 About Us, 2022).

Generation X: Individuals born between 1960 and 1981

Generation Z: Individuals born between 1995 and 2010

Millennial (Generation Y): Individuals born between 1981 and 1995

Onboarding: Onboarding refers to the process of integrating a new employee, in this case faculty, into an organization. It is the action of familiarizing new hires into the culture, processes, and policies of the organization they have just joined.

Restorative Justice (Restorative Practice, Restorative Approach): The concept of restorative justice as a conflict resolution and community building strategy has been developed using Indigenous practices from all around the world (Beck, 2012; Ross, 2006; Fine, 2018). Rather than focusing on a specific offender and resulting consequences, restorative justice recognizes the impact of actions upon a community as a whole (Zehr, 1990). For the purpose of this research restorative justice, practice, and approach will be used interchangeably unless otherwise specified.

Traditionalist: Individuals who were born before 1943

Chapter 2 Literature Review

This chapter creates an understanding of the research available regarding generational trends. In parallel, major post-secondary policy changes in Canada are also illustrated in order to understand how educational priorities have shifted over time. Observing these two areas in tandem allows for the discovery of the gap between student motivational trend changes and the shifts, or lack thereof, in government initiatives to match these trends. As you will read below, there is a significant difference between the trends of those consuming post-secondary education and policy makers who are steering the educational directional focus. My work here explores the concept of integrating restorative justice as a possible solution to bridging this gap.

Generational Motivators

Generational Theory

Generational Theory is the understanding that individuals who are born during the same time period go through the same major world events and therefore share numerous traits (Strauss & Howe, 1991). Karl Mannheim (1936/2000) developed the concept of generational theory in the 1930's, and he stated that generations unify through these events and indicated that their experiences make each generation a distinct social group. This does not mean that generational trends are absolutely true for every person within that generation, but there are usually commonalities (Chamberlin, 2009). This study uses generational theory to understand traits of students within post-secondary education and how these traits affect their overall experience.

The Generations

Generational theory states that those born within a certain time period share certain traits. This segment provides an overview of these commonalities discovered by researchers in each of the five generations that universities have served since the 1900s: Traditionalists/The Silent Generation (born before 1943), Baby Boomers (born 1943-1960), Generation X (born 1960-1981), Millennials/Generation Y (born 1981-1995), and Generation Z (1995-2010). Each of these groups also possess their own motivators, which vary greatly from one generation to the next due to their different generalized characteristics and nature (see Appendix A). These generalizations do not take into account financials/income brackets, cultural differences, or familial situations; they focus solely on themes of peoples born within the time periods stated above.

Traditionalists a.k.a. The Silent Generation

Children of this era were expected to be seen, work hard, and not be heard, which is why they have been nicknamed “The Silent Generation”. Since these were their expectations growing up, they believe in earning one’s way and achieving career promotions through long hours, hard work, and loyalty to an organization. They are also convinced that others should do the same. Additional characteristics of this generation include fierce respect of authority, a conformist approach, conservatism, slow to change habits, and a lack of adaptability (Kane, 2017). They are the only student generation to be served by universities up until approximately 1960, just missing the era of radical

change. Professors who were employed and experienced the era of radical change were children of this generation.

Baby Boomers

Baby Boomers who attended university did so from approximately 1960 to the mid 1980s. Students from this generation are likely to have seen a significant amount of changes take place over their time in post-secondary institutions. Similar to Traditionalists, they are commonly workaholics. Baby Boomers work for personal fulfillment and desire quality; they also prefer their work to be rewarded monetarily as well as with title and recognition. They expect titles to be respected and it makes them feel valued and needed, which is also an important aspect of fulfillment for them. It has been observed in interviews that Baby Boomers are less motivated by what we now call work-life balance. They also possess a handful of general qualities: collegial, team player, enjoy meetings, like to communicate in person, and prefer not to receive feedback (Goldbeck, 2017).

Generation X

Within Generation X emerges the theme of work-life balance, a term that began to come into use in the 1980s as populations shifted to trying to find a balance between their career, family, and other parts of their lives (Alton, 2019). Though this generation begins to value this concept, they continue to be motivated by monetary gain. Money is seen as a reward for a job well done rather than additional value to their job. Generation Xers seek personal fulfillment and truly see more freedom as a preferable reward, which

is reflected in their entrepreneurial interaction style. They are attracted to structure and direction, which makes them more open to feedback than the past generations, though they do not demand it. They enjoy communicating as directly as possible and tend to treat everyone equally (Goldbeck, 2017). Students from this generation would have attended university from approximately the late 1970s to the mid-2000s. They would have been accustomed to unionized faculty, an influx of university corporatization, and a hike in tuition costs. This generation experienced the rise of the managerial university (Lea, 2011).

Generation Y a.k.a. Millennials

Millennial students began attending post-secondary institutions in the late 1990s, and some of the most radical differences between generations can be seen when comparing Generation Y and Traditionalists. Work-life balance is a main driver for the millennials interviewed in choosing a career, and they are more likely to choose a job for friendship and community than monetary gain. The average millennial often believes in supporting larger philanthropic causes and are attracted to activities that do so. Therefore, meaningful work is the greatest reward for them. They also grew up in an increased technological age when access to information and communication is available at the click of a button; expecting immediate feedback when requested and a preference towards communicating technologically (Goldbeck, 2017; Bali, Kesharwani, & Rajput, 2013).

Quick connection to the outside world through technology means that millennials care less about colleague relationships (Bali et al., 2013, p. 8). Community and friendship are important to them, but that means their own communities, rather than those that are imposed on them by work. They are more likely to pick an activity, job, or university if they have a personal friend attending than if there is significantly more monetary gain to be had. This factor, as well as caring less about being recognized for a job well done, is a nod to their need for personal fulfillment and balance.

Compared to past generations, millennials require different techniques to keep them motivated and to take advantage of their many skills. As Fallon states, “they’ve witnessed natural disasters, terrorist attacks and school shootings as part of their formative years. They know not to take life for granted” (Fallon, 2009). They engage by understanding how they contribute to a larger community, looking to improve the world while simultaneously feeling balanced in their lives.

Generation Z a.k.a. Post-Millennials

The main group of students who will be in the post-secondary classroom from now until the year 2032 will be generation z, also known as post-millennials (Seemiller & Grace, 2016). They are defined as optimistic, driven, impatient, and flexible, with a short attention span and a high need for instant gratification (Brotheim, 2014; McCrindle, 2014; O’Connor, 2016; Seemiller & Grace, 2016; Stuckey, 2016). Parallel to these positive attributes, they also have little respect for authority (Brotheim, 2014). Generation Z expects organizations that they interact with to align with their own values

and engage in purposes beyond making money, often through corporate social responsibility initiatives (Wells, Fishman, Horton, & Rowe, 2018). This expectation has stemmed from post-millennials experiencing world events through the internet, which has created an empathetic group motivated to create community solutions and a sense of responsibility in doing so (Seemiller & Grace, 2016). Unlike previous generations, change is welcomed wholeheartedly with this group and they expect resolutions swiftly; slow processes do not mesh well with their short attention spans (Brotheim, 2014; O'Connor, 2016; Pandit 2015, Seemiler & Grace, 2016). This generation is motivated by advancement opportunities, getting credit for their work, and the ability to make a difference quickly to the community around them (Seemiller & Grace, 2016). Since all of these attributes stem from growing up in the age of the World Wide Web, it is also important to note that this group is quick to utilize the internet to educate themselves. Though they feel that a degree is important in order to secure a job, they may be quick to disengage from the institution if they feel as though they can better educate themselves utilizing the internet (Seemiller & Grace, 2016; Zimmer, 2015).

Critiques on Generational Research

The major critique on generational research, or generational theory, is wide generalization of characteristics for one group of individuals. This is especially due to the fact that generational grouping can vary from study to study (Rudolph, Rauvola, Costanza, & Zacher, 2020). There are also "notable differences in the ways researchers address cross-cultural variability in generational research" (Rudolph et al., 2020) if they address it at all. This is to say that many generational studies do not consider demographic differences other than age/year of birth. These theories are culturally

hegemonic in nature and do not discuss gender differences. Though the research on generational trends has been conducted around the world and shows similar themes in findings, the parallels between countries are not discussed in a way that makes it clear why there may be similarities or differences between data sets. Subsequent to this fact is the difficulty in pinpointing the catalyst to certain generational characteristics. Meaning it is impossible to decipher the reason that a generation may share one characteristic or another (Costanza, 2018). A major concern of generational theory critics is that such research could lead to age stereotyping (Callaham, 2022). This is a valid concern given that there has been a movement in employer organizations to try to manage employees based on generational trends. If these generalizations do not apply within an employee's case, the employer could open themselves up to reports of ageism in the workplace (Costanza, 2018). There is little research within the study of generational theory that studies demographic differences in participants.

Major Post-Secondary Shifts

In order to better understand how generational trends have shaped and interacted with post-secondary education policy in Canada, it is important to establish a timeline of policy changes. This section provides an overview of these shifts.

Canada

World War II Through the 1950s

World War II saw increased control from the Canadian Government on university operations. At the time, this increase was welcome as it brought legitimacy to the

research done within these institutions and therefore encouraged increased enrollment. A need for scientific and military knowledge was identified and the government used universities to house this research, which was only a minor infringement on the institution's autonomy and resulted in major benefits at the time (Tudiver, 1999). The structure of administrative hierarchies within universities remained flat until the 1950s; department heads reported to deans who reported to vice-presidents or the president. Few officials exercised authority over professors at all. Faculty were left out of the administration of universities and were able to conduct their work without administrative control. Their operations were outside of the hierarchy of universities almost completely. However, this all changed with the commencement of rapid expansion in the 1950s which continued through the 1970s (Tudiver, 1999).

1960 to 1990

The governance and administrative structures of universities in Canada were actualized in the 1960s and 1970s and they continue to operate in the same way today. A bicameral approach found universities utilizing a board of governors and senate for school leadership (Jones, 2013). While universities were operated by these two groups, they were being funded by the federal government. Governments increased spending during the 1960s and 70s, and between 1955-1968, student enrollment in universities increased by 300%. This increase in financial capital translated to a rise of status and security for professors. Educators used this increase to “press for governance reforms, arguing that traditional authoritarian means were not suited to large size and rapid change” (Tudiver, 1999, p. 44). By 1965 professors held 55% of university senate seats,

but the processes remained “less democratic than 30 years earlier, with presidents and larger senior administrative staff wielding even more influence” (Tudiver, 1999, p. 52). Federal direct grants to post-secondary institutions were absorbed into intergovernmental fiscal transfers. This money went to provinces whose government could then allocate the funds (Wellen, Axelrod, Desai-Trilokekar, & Shanahan, 2012). This change put post-secondary institutions in a very vulnerable position as their funding would alter as provincial priorities changed. Such as if the provincial government decided to allocate more money to health care than to post-secondary education, they could do so without consulting post-secondary institutions and therefore without regard for their budgets.

As a result of these changes, post-secondary institutions started to search for alternative sources of funding and the corporatization of post-secondary institutions began. Universities stopped running all of their operations and encouraged external business connections in exchange for rental and licensing fees. At this same time, financing from the federal government started to be granted as block transfers in 1977, meaning that provinces received blocks of funding that included healthcare support as well. This system was called the Established Programs Financing and in the 1980s was “regularly subjected to caps that kept increases well below the level needed to cover rising costs related to inflation and the increased post-secondary enrolments and participation rates of the 1980s” (Wellen et al., 2012). As universities faced fiscal decreases and business involvement became common practice, faculty took note. A rising concern for job security led to development and recognition of the Canadian Association for University teachers, the union that would go on to negotiate tenure

(Jones, 2013; Tudiver, 1999). This decrease in funding meant decreases in supports for students, making it increasingly difficult for students to navigate the landscape of higher education.

1990 to 2015

As professors banded together, so did universities. In 1991 what we now know as the U-15 (then the G-10) was formed for research-intensive universities in Canada. Within the same year, a post-secondary education policy conference took place in Quebec. This conference emphasized that government policy needed to encourage the knowledge and research economy. These ideals shaped the Liberal party policy following their success in the federal election in 1993 (Axelrod et al., 2011). Two years after their win, the Liberals begin to cut block transfers to provinces. Leading up to 2005, per-student funding decreased by 50%, the provinces lost $20 billion, and the average undergraduate tuition in Canada more than doubled (Wellen et al., 2012; Shanahan & Jones, 2007). Due to these drastic changes over the course of the 1990s, student debt also doubled (Baldwin & Parkin, 2007).

In 1994 student loan limits increased out of necessity (Shanahan & Jones, 2007). Just three years later, in 1997, the Liberal government found that their deficits were being eliminated much earlier than they had planned. Rather than reintegrate this money into block transfers, the money went to programs such as student loans, bursaries, and interest relief all with the facade of countering the spike in tuition, though this spike was caused by the government fiscal decisions illustrated above in the first place (Wellen et al., 2012). Which meant that those students who had the ability or literacy to apply for such supports were able to, but those who were not could not. Block

transfers benefited the community as a whole, loans and bursaries benefit individuals. Between 1993 and 2003, the period during which the steepest tuition increases occurred, the percentage of students who received loans or bursaries from all government programs went from 34% to 54% (Andres & Adamuti-Trache, 2008). That translates to 20% more students needing financial support, students who likely would not have sought support if the tuition trajectory hadn't skyrocketed. "By the late 1990s, the rising levels of tuition in several provinces were beginning to raise difficult national political issues concerning the adequacy of Canada's student financial assistance mechanisms and the increasing level of student debt loads" (Shanahan & Jones, 2007). Though tensions were heightened, this cycle of decreased government education funding continued, with increased support for research, increased tuition and increased student debt. The student was no longer the focus of the institution. In 2003 the federal government proved once again that the research knowledge economy was the most important part of post-secondaries by creating the Indirect Costs Program. This program had the long term goal of providing 40% overhead funding for research, though it provides more overhead support to modest research institutions rather than research-intensive universities (Shanahan & Jones, 2007). In the mid-1990s, government funding accounted for 70% of operating revenue for post-secondary institutions in Canada. By 2009 this percentage had dropped to 55% (Robertson, 2003).

Provincial Applications

The *Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System* from 2007 has become the *Roles and Mandates Policy Framework for Alberta's Adult Learning Systems*, published in 2019. Even just by

looking at the titles, one can see that government funding is no longer the main source of income for post-secondary institutions in the province. Another contrast is within the introductory paragraphs. The 2007 version emphasizes the importance of learners' needs, access to education, and effective resource allocation. In 2019, learners and communities are put into the same category of importance. This parallels the trend of federal focus going from student-specific needs to emphasizing research contributions to the knowledge economy. The earlier version also highlights outcomes in its table of contents, whereas the word "outcome" is not found at all in the introductory portion of the later document, though it can be found seven pages in. Rest assured though, that the 2019 document includes research mandates encouraging collaboration with industry, which is again indicative that the governmental focus has shifted towards understanding the professoriate as knowledge creators rather than educators.

One of the most recent documents put out by the Alberta provincial government, *Alberta 2030: Building Skills for Jobs*, continues down the industry partnerships pathway. One of the six key points of the document is to support commercialization. The other five are: improve access and student experience, strengthen internationalization, improve sustainability and affordability, develop skills for jobs, and strengthen system governance. Within the Commercialization Initiatives section, the document states that the government will support an intellectual property framework within the province. This will include incentivizing faculty to pursue entrepreneurial activities. However, in the Improve Student Experience Initiatives section there is no mention of incentivizing faculty to meet a standard of teaching excellence. Even the student experience initiatives section of *Alberta 2030* focuses on how students can access the classroom

itself, not about the quality of their holistic experience as a learner. Once again, this showcases the disconnect between faculty initiatives encouraged by the government and the student experience.

“Calls to Action”

We pick our policy timeline back up in 2015, which is when The Truth and Reconciliation Commission of Canada released its “Calls to Action”, leading to a major focus on implementing “Indigenization” strategies within the Canadian post-secondary landscape (Bopp, Brown, & Robb, 2017). Indigenization in this context means “that the learning and support processes within the academy need to be reframed in order to accommodate contributions from Indigenous experience. It means that, for Indigenous students, specialized support systems are fundamental to success” (Bopp, Brown, & Robb, 2017, p.2). Indigenization also falls into three main categories: “Indigenization as inclusion (i.e., more Indigenous presence), as reconciliation (i.e, undertaking administrative reform and not only scholarly incorporation of Indigenous perspectives), and decolonization (i.e., transforming power relations, knowledge production, and the academy itself)” (Steinman & Scoggins, 2020). Canadian post-secondary institutions are currently focusing on multiple areas in order to address the “Calls to Action”, such as creating institutional Indigenization strategies. These strategies include: integrating Indigenous practices naturally into their daily operations; including Indigenous groups in decision-making processes; supporting culturally-responsive pedagogy; and ensuring that non-Indigenous students complete their programs with a heightened level of skills and knowledge to participate in society alongside their Indigenous neighbors in a

respectful way (Bopp, Brown, & Robb, 2017). However, institutions have struggled to carry out these strategies. Bopp, Brown, & Robb (2017) cite multiple reasons for the current stall of these strategies within most institutions. One way they propose to address these struggles is by creating communities of practice, which create a representative group of stakeholders from across the institution who are committed to working together. These communities of practice, which link directly with restorative justice practices as described below, would not only benefit Indigenization strategies but would directly support the motivator trends of millennials and generation z, who have a heightened commitment to community-based practices. The ability to share stories within the community of practice and restorative practice applications not only creates a greater connection in the generational context, but a sense-making experience for Indigenous contributors (Steinman & Kovats Sanchez, 2021).

Restorative Justice Applications

One thematic shift in trends between the generations is the concept of responsibility to community. The older generations (traditionalists, baby boomers, and even generation x) have a sense of individuality and seek personal rewards, such as money and recognition. However, the younger generations (millennials and generation z) have a greater sense of responsibility to the community around them and are motivated by contributing to a cause greater than the individual (see Appendix A). In order to more effectively address these trends, a restorative justice approach is proposed when creating and implementing policy.

Background

The concept of restorative justice as a conflict resolution and community building strategy has been developed using Indigenous practices from all around the world (Beck, 2012; Ross, 2006; Fine, 2018). Rather than focusing on a specific offender and resulting consequences, restorative justice recognizes the impact of actions upon a community as a whole (Zehr, 1990). All community members that an action affects take part in the restoration or ensuring peace among the community. Beck (2012) provides multiple ways that the restorative justice process can be utilized, including dialogue, peacemaking circles, and conferences. Each of these has more members included than the one before: dialogue includes victims and offenders; peacemaking circles is an interactional group process to build community; and conferences integrate networks in the conversation. All of this must be guided by the values and principles of the community (Beck, 2012). When integrating restorative justice, these values include collaboration, respect, empathy, fairness, inclusiveness, and accountability (Hopkins, 2015). The reason this is important for the generations of today is the heightened sense of community responsibility. These generations are motivated more by their impact on the community than personal gain. This is known as collective efficacy, in which the community shares norms and a willingness to follow through on encouraging these norms. A restorative justice approach could potentially be essential to the success of this group of students as well as the post-secondary institutions that wish to educate them (Sampson, Raudenbush,& Earls, 1997). In other words, the post-secondary education system is more likely to be successful if their contemporary customers are included in the conversations, whether it be policy-making around academic

misconduct, space allocation, instructor onboarding, or other operations that directly affect their interactions with their post-secondary community.

Applications in Education

To reiterate, the intent of reviewing applications of restorative justice in education for this study is to address the needs of millennials and generation z post-secondary stakeholders, referring specifically to the need to contribute and be a part of the community. Restorative justice practices are also an example of “Indigenization praxis [which] can be used to organically plant the seeds of, and keep mobilizing for, more transformative and open-ended changes” (Steinman & Scoggins, 2020). The community contribution expectation is greater than ever before and restorative justice is a community-based practice. Therefore, the assumption is that integrating restorative justice practices into policy making and implementation will support the needs of the most recent generations. This assumption is supported by Battistich and Hom (1997), who found that students who have a heightened sense of community within school have increased motivation and a higher level of achievement. These students are also more connected to the institution as a whole.

Looking back at the motivators of earlier generations, the parallels between individuality and hierarchical policy-making can be drawn. Restorative justice practices pose an opportunity for educational institutions to address changing needs and promote community relationships between administrators and students (Fine, 2018). This opportunity is not only in disciplinary processes such as academic misconduct, but also with policies that directly affect students such as physical space allocation and instructor onboarding. In theory, implementing these practices would include a focus on dialogue

and negotiation, allowing all affected participants within the community to contribute to and negotiate policy. These conferences would have a high degree of attention to relationships in order to reach a mutually desired outcome. The community as a whole would be part of facilitating the development of policy in order to remove hierarchy from the conversation (Hopkins, 2002). Due to the holistic nature of the approach, rather than integration into disciplinary processes only, the terms “restorative process” or “approach” could also be utilized (Hopkins, 2015). By humanizing students through valuing their contributions to educational processes, post-secondary institutions could benefit from an increase in student connection to community as well as supporting the identification of oppressive power structures (Duncan-Andre & Morrell, 2008). Student experience is critical when it comes to the experience of structures within the institution. It is difficult if not impossible for administrators to know if structures within an organization are oppressive without the input of the student. Allowing for this highly important engagement with students would allow for the development of a post-secondary environment that is both community based and equitable.

It is important to note that commitment to community, which is a trend in the most recent generations, is assumed to be a positive trait and that this level of social responsibility and support for each other is desirable. The reasonable conclusion, then, is that education should promote this characteristic in students. Morrison, Blood, and Thorsborne (2005) would agree with this assumption and emphasize that restorative practices develop positive relationships which support the collective and that this is essential to our society as a whole. The actions of a post-secondary institution create a macro environment that nurtures the micro mindset of the student. If post-secondary

institutions promote community processes on the macro level, the micro will be encouraged to continue contributing positively to society as a whole (Morrison, Blood, & Thorsborne, 2005). On the other hand, if these institutions carry on their current trajectory of omitting students from the process of decision making, the student collective will soon become anti-social and disengaged (Morrison, Blood, & Thorsborne, 2005).

It is also understood that encouraging the integration of more stakeholders into the policy-making process will be disruptive to institutional processes as they are currently known. Asking students to produce input is a destabilizing concept, but is essential to enacting systemic change in order to uncover the institutional structures that contribute to student demotivation (Vandeering, 2010). My research proposes a restorative approach as a way of operating as a whole within the world of post-secondary education. This includes how every level of the institution relates to one another, how success is evaluated, the physical environment, and everyday decision-making (Vandeering, 2010). The key is to understand that this change must first start with policy and grow from there to an overall culture shift.

Chapter Synthesis

This literature review provides you with three main sections of understanding: student generational motivator trends, major post-secondary policy shifts in Canada, and restorative justice applications. The first two portions were the guiding literature that led to the discovery of a knowledge gap. Since the trajectory of generational motivator trends of students is significantly steeper than that of the change in policy, how has this trickled down into post-secondary institutional policy changes? The next chapter will

illustrate how I went about understanding this gap and the structure of my study. The last portion of this literature review provided information on restorative justice applications. This section came secondary to the first two topics. That is due to the fact that my recommendations include integrating a restorative approach into post-secondary policy and practice. This information will be revisited in Chapter 4 and 5.

Chapter 3 Methodology

The primary purpose of this study is to understand where there are gaps in post-secondary education policy between policy in practice and student motivator trends. This section describes the case study research used to qualitatively investigate this question: how have universities in Canada adapted their policies and policy practices to effectively address the student motivator trends of millennial and generation z students? Supporting this research question will be the following guiding questions: Do policies that determine how physical space is allocated on campus encourage community building for students? Is there a possibility that the academic misconduct process could integrate a community-building lens? Are professors and instructors sufficiently onboarded in order to effectively create a classroom focused on community and flexibility?

This research uses a qualitative, case-study research approach to gather data utilizing voluntary one-on-one semi-structured interviews in order to do a thematic analysis. One of the goals of the case study was to maximize what I could learn about one particular institution (Stake, 1995). I was able to take one case and know it well within the scope of my research to understand policy and practice as it relates to student generational motivator trends. Upon completion of my literature review, I was able to take the information that was already known and bridge that into questions to guide the gathering of data (Stake, 1995). The case-study approach also allowed me to follow the participants expertise and ask follow up questions that explored their experiences.

Like all research methods, there are challenges to be aware of with case study research. “It is not uncommon for case study researchers to make assertions on a relatively small database” (Stake, 1995). In order to mitigate this challenge I made sure to review my transcripts and interpretations with participants post-interview. However, as in all qualitative research, there is a level of positionality of the researcher and subjectivity that always comes into play when interpreting collected data. Secondly, “a frequent criticism of case study methodology is that its dependence on a single case renders it incapable of providing a generalizing conclusion” (Tellis, 1997). The objectives of this thesis were to provide a broad understanding of generational trends literature and the higher education policy climate in Canada. The literature findings and recommendations are applicable across Canada. Subsequently, by setting out clear parameters and goals within the study, this study could be replicated at other institutions, making it generalizable within the Canadian higher education context. As Yin (1994) highlighted, generalization of results is made in theory and practice, not in population of the participants or cases. Though I acknowledge these traditional criticisms it is also important to acknowledge resonance within this research. Through conducting these interviews there were conversations created that were unique and unrepeatable. As I sought to understand from a position of openness I was able to gather participant experiences as they reflected upon them, create meaning through conversation, and produces a text that comments on those conversations. Through this process of continued conversations, themes emerged. I chose to illustrate these themes in sections of this text in order to convey similarities in experiences between participants.

The sample in this case was a purposive group of 5 administrators at a large post-secondary institution in Canada who all had influence on, or interacted with, policy regarding instructor onboarding, academic misconduct, and/or physical space allocation. Purposive sampling is used to select participants that are most likely to have the expertise in an area and therefore provide quality information and valuable insights on a specific topic (Denscombe, 2014). The findings section includes the research findings including the description of subjects, themes, and relation of themes (Clark & Creswell, 2015). The methodological framework and data collection sections below describe my research methodology, approach to data collection, and how participants were selected.

Ethical Considerations

This case study utilized semi-structured interviews with human participants as well as a literature review, therefore an ethics review assessing potential risk factors was conducted and approval was provided by the University of Alberta's Research Ethics Board in April 2021. The risk to participants was assessed as minimal, which is defined by the Government of Canada a "research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life" ("Tri council policy statement: Ethical conduct for research involving humans", 2010). Since each of the participants are involved in policy making at the post-secondary level, seeking their input on the policy making process and practice proved minimally invasive. However, there is a level of consideration for their reputation within the industry of higher

education. Breach of confidentiality could jeopardize their reputation within the institution and prove difficult for their continued career advancement. The identity of all of the participants was kept confidential, each participant provided explicit verbal consent prior to being interviewed, and the participants are addressed using a pseudonym within this document. The participants were also informed of the research purpose and were able to ask questions about the protocols undertaken in this case study before giving consent to participate.

Four of the participants were well versed in the process of gathering consent for this type of research. They were familiar with how the information would be reported and provided consent at the beginning of each interview without question. One of the participants was less familiar, which may have been a factor of being newer to their role. They asked multiple questions about reporting of data, anonymity, and publishing of this document. They were also the only participant to provide edits on both sets of transcripts during the data validation phase. Though this created more steps in the data collection process, the comfort of participants in providing data is highly important to me and I appreciate their participation in both data collection and validation. In terms of comfort in providing data, I do believe that the assurance of anonymity through the use of pseudonyms was supportive in creating this level of comfort within the interviews. I felt like I was able to gather meaningful information and have well rounded information gathering experiences with participants. It is important to also point out power dynamics within the conversations. I approached participants as a student researcher gathering information about the inner workings of a large post-secondary institution. The hesitancy from one participant likely stemmed from this dynamic as well. Though the power

dynamic was present with all participants, it was not as palpable with the other four. However, the duty to the university as a representative of the organization was present in all interviews, which was also a result of the power dynamic within the interviews.

Framework

The literature gathered provides a background of generational motivators as they stand alone. The purpose of data collection was to gather a snapshot of the current policy in practice at one university in order to create links between current student motivators, or demotivators, and how policy is currently utilized in a post-secondary setting. To address a specific problem - generational demotivation as it relates to post-secondary policy implementation - a case study framework was selected (Creswell, Hanson, Clark, & Morales, 2007). This framework fits best as my interest is in addressing the issue of generational demotivation, rather than focusing on the individuals interviewed. For the purposes of this study, I adopted a mix of two definitions of a case study framework. The first is by Simons (2009, p.10) where a case study is defined as an in depth look at the uniqueness of a certain phenomenon, project, policy, program, or system from a real life perspective with the purpose of developing an in-depth understanding of the particular topic. The second is stated by Creswell (2014, p.14) where case studies are defined as “a design inquiry found in many fields, especially evaluation, in which the researchers develop in-depth analysis of the case, often a programme, event, activity, process or, one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time”. By adopting these

two definitions I was able to accurately frame the intention of the data collection and analysis through the in-depth look at policy in practice at one post-secondary institution over a specific period of time.

The literature review section of this document provides a detailed description of the current educational policy environment as of the time this case study was conducted. My data analysis relies on multiple sources, both from data collection and generational trend research as provided in Chapter 1 in order to build an understanding of the issue being examined (Creswell, Hanson, Clark, & Morales, 2007). Using a semi-structured interview approach allows for flexibility in data collection to gather a full understanding of policy in practice from each individual interviewed. This qualitative data collection method allows for greater description, in contrast to surveys, which allows a wide understanding of opinions and perception on policy in practice. In stating that, my research acknowledges the fact that there is a difference between policy as text and policy interpretation and the resulting practice (Olssen, Codd, & O'Neill, 2004). I will be focusing on policy in practice as it is the interpretation and use of policy that will most directly affect students' relationship with policy rather than the written text itself.

Utilizing semi-structured interviews also allowed me to gather a fuller understanding of the interviewees experiences with policy creation and practice. This tool is helpful when there is sufficient objective information regarding a certain topic but the experiences of individuals in practice are not as well-rounded or widely known (McIntosh & Morse, 2015). My semi-structured interview questions were all open ended and allowed me to follow an interviewee's train of thought as they described a topic.This is one of the advantages of semi-structured interviews is it allows for the dialogue to

develop more organically (Denscombe, 2014). They also allow for participants to “develop ideas and speak more widely on issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest” (Denscombe, 2014, p.175). Semi-structured interviews enabled me to discover some key themes across units to support the overall picture and institution positionality when looking at my three main areas of interest (instructor onboarding, space allocation, and academic misconduct).

Scope

Given that a case study framework was the best fit for this study, one post-secondary institution was selected as the case site. The sources surveyed in the literature review on generational trends are understood as an accurate representation of student voice for this study. However, it is also understood that not all baby boomers, generation x, millennials, or generation z will exhibit these exact motivators. Although much research has been done on generational motivations and characteristics, these are generalizations and these broad strokes have many limitations. Unfortunately, in order to avoid scope creep, I cannot also gather data from all students in the categories of each generation in the course of a Masters level thesis. Therefore, the scope of participants was limited to the institution's upper administration who are directly involved with instructor onboarding, academic misconduct, and space allocation. Representation from multiple faculties as well as student services portfolios was acquired. The goal of the study was to interview six participants; however only five were interviewed due to a 45% consent rate after contact.

Data Collection

Semi-structured interviews were selected as the best approach to gathering the most complete picture of policy in practice in this case study. They were also the primary unit of analysis and most valuable source of data. I developed the interview questions through research and personal experience as a higher education administrator. Having been involved in both academic misconduct cases and space planning on campus, I knew the challenges that were faced by many institutions across Canada. Space has consistently been a hot topic from allocation to renovations and supporting students in finding adequate community space proved difficult. In terms of academic misconduct, I worked with students who were given sanctions but were provided with not support or follow up afterwards. This experience significantly deteriorated their view of the institution overall. It is also my experience that faculty have the most face time with students on a regularly scheduled basis. With this understanding I felt as though it was important for this group to have a strong grasp of student motivators and how to build community in order to address those motivators. It is these experiences, along with my literature review, that supported the development of my interview questions.

Once the questions were finalized I identified senior administrators who are key players in the creation and implementation of policy regarding space allocation, academic misconduct, and instructor onboarding at the post-secondary institution studied. These administrators include Deans, Associate Deans, Vice Presidents, and leaders within the academic misconduct, space allocation, and/or instructor onboarding

fields. This sample allows for the exploration of current policies as they relate to students. All interviews with study participants were voluntary, semi-structured, and conducted individually utilizing an online video chat program to conduct, record, and support the transcription of interviews. Interview recordings have been utilized during each interview to create and check transcripts; data was then coded, themes identified, and findings validated through triangulation and respondent validation (Tracy, 2010; Long & Johnson, 2000). Interviews were scheduled through either direct contact with the participant or their administrative support. Semi-structured interviews were utilized to gather data specific to the policy categories while simultaneously creating a space for interviewees to include what they believe is pertinent information regarding their positionality and involvement in policy (Cohen & Crabtree, 2006). Each study participant has been given a pseudonym and specific position titles have been removed from their profiles in order to protect anonymity. Data has been organized into categories in order to provide an institutional picture of current policy practices in specific areas.

Procedures for conducting interviews followed the highest standards of practice with the utmost respect for volunteer participants. Prior to the interviews being conducted, participants were given as much time as required to read the three-page information letter and consent form (Appendix C) that described the research project and how their data would be used. Participants were given a chance to ask questions about the information provided in this letter before giving explicit verbal consent over Zoom. Each interview was approximately 45 to 60 minutes long and guided by semi-structured questions (Appendix D). The questions were designed to be open-ended and flexible enough to follow the relevant conversational trajectories of the interview. With

full consent of the participants, each of the two interviews per participant were recorded and transcribed. All interviews, two per participant, were conducted between the months of August and October 2021.

Setting

The original plan for this thesis was to conduct interviews in person. However, due to the COVID-19 pandemic, all interviews were scheduled using the online platform Zoom. There was a preference towards face-to-face interviews in order to create an environment that would allow participants to feel more willing to provide detailed information (Merrigan, Huston, & Johnston, 2012). However, in person interviews can pose difficulty due to varying locations of participants and having to factor in travel time. The pandemic restrictions actually allowed me to reach participants more easily. Since the interviewees had been using Zoom as a platform for their day-to-day work, they were familiar with its use and it was easy for them to participate. The platform also allowed for password protected confidentiality of meetings and auto saving of the audio and visual recordings. Due to the interviewees consistent use of the platform, building rapport was actually quite easy.

Analysis

Thematic analysis is the process of identifying patterns or themes within qualitative data (Braun & Clarke, 2006). This method is advantageous as it allows for flexibility within analysis as it is a method rather than a methodology and is not tied to a particular theoretical perspective (Braun & Clarke 2006; Clarke & Braun, 2013). The

goal of a thematic analysis is to identify themes and patterns within collected data. These themes are important to the topic being studied and allow for the researcher to address the issue, or research question, at hand. This process allows for the researcher to interpret and make sense of data and provide appropriate recommendations.

A semantic theme contains surface meaning and interprets responses from participants at face value (Braun & Clarke, 2006). This work contains semantic themes and represents the participants words as stated. However, the analysis within this document also goes beyond describing what is said and "starts to identify or examine the underlying ideas, assumptions, and conceptualizations – and ideologies – that are theorised as shaping or informing the semantic content of the data" (Braun & Clarke, 2006, p. 84). This level of analysis, the latent level, describes the themes and interprets them and is present within the analysis of the gathered data of this study. As a first step in my thematic analysis, I explored my collected data thoroughly. I reviewed all of the notes that I took during the interviews and cross referenced them with my interviewee reviewed transcripts. I organized all of my ideas and interpretations into categories while also noting specific quotes that supported those categorical findings. Other than the three main categories that were being explored, four other themes were discovered: policy vs. practice, student data collection, perspectives on student priorities, and the collection of student voice.

In order for my research to be considered trustworthy I needed to make sure that the data categories and conclusions I was making were consistent, accurate, and logical (Marrigan, Huston, & Johnston, 2012). I addressed the trustworthiness of my findings by utilizing a constructivist grounded theory approach that "fosters asking

probing questions about the data and scrutinizing the researcher and the research process" (Charmaz, 2017. p.34). This aligns well with my framework and takes into account the situational context of data collection. As I was developing my data categories, I looked critically at my personal position and experiences as described in the positionality section of this document. In acknowledging that my whole self cannot be removed from my interpretation of data, I asked myself: would a different person also interpret my data with similar findings? I believe so, but also made sure that if there was ever a question, I employed an objective colleague to interpret a quote or category in order to ensure my personal accuracy of reporting.

Chapter 4 Findings

Chapter 1 provided the purpose, positionality, and research question for this study. Chapter 2 covered the Canadian post-secondary timeline, generational motivators, and Indigenization in post-secondary with a link to restorative justice practices. Chapter 3 covered the methodology utilized to conduct this study. This chapter will illustrate the finding of this study in two sections: thematic findings and categories of focus. Thematic findings are those that were discovered throughout the data collection process, while categories of focus are the three main areas that were of importance at the outset of this research (instructor onboarding, space allocation, and academic misconduct).

Participants

Participant profiles have been created in order to provide context to interview answers. All names have been changed and some details altered in order to protect anonymity while also illustrating the positionality of interviewees.

Pseudonym	**Administrative Level**	**Focus**
Charlie	Dean	Oversees a Faculty
Tatum	Vice Provost	Oversees a student-facing portfolio
Sam	Director	Oversees an operational portfolio
Chandler	Dean	Oversees a Faculty
Skylar	Vice Provost	Oversees a student-facing portfolio

Thematic Findings

Given that the interview data collected did not strictly cover the main categories of interest in this study, there were a few general themes that are important to provide in order to create a well-rounded understanding of the participants and their answers.

Policy vs. Practice

As stated in the methodology section, this study is focused on policy in practice rather than written policy. The interviewees with student-facing portfolios demonstrated a strong understanding of the difference between policy and practice. Tatum stated:

> "right exactly you put your finger on it so yeah there are a number of issues here one is policy versus practice…The practice emerges from the context in which the policy is normally applied. And if you apply the same policy to different contexts, you may get different shapes of behaviour right, it may generate different behaviour."

Alternately, the more academic-focused portfolios struggled with this concept. Charlie stated they were unsure of what was being referred to when the topic came up. "The written policy...all the university policies are (all on the website) they're all formalized and they're formalized because there's a level of responsibility and accountability in general in the policies and so they they have to be well written, they have to be clear, they have to refer to the university calendar or or collective agreements, or other things you know, with the right language." There is also a difference between the two types of portfolios. The student-facing areas of the post-secondary institution tend to be involved

in both the policy creation and the practice, where the academic-focused individuals were more entrenched in the policy creation alone.

I illustrate this point in order to stress a key component of the student experience, which is that students interact with staff who are *interpreting* policy. As Madeline St. Amour (2020) states, an “issue is (that there is) a gap between many professors’ own experience and that of their students”. This gap widens the farther the professoriate gets from interacting with students. Student-facing administrative portfolios are able to experience services and shortfalls of the institution through the student’s eyes, while upper administration, who are policy creators rather than enactors, are more removed from the student experience, and this therefore widens their knowledge gap. Another interesting note is that when the student-facing portfolios are involved in creating policy, there are always students present on those committees while also providing their perspectives as a student-facing portfolio, while the non-student facing interviewees are not bringing a student-facing lens. In addition, the non-student facing portfolios are not always sitting at the table with students when creating policies. Their policy development committees are at times composed of the professoriate and administrators exclusively; as a result, the ways in which students will experience or interpret these policies are not considered and the focus is instead on how the policy will serve the institution itself. This understanding of policy versus practice is important in order to serve students effectively and to create policy that is both clear and flexible for the continued engagement of the student body and critical post-secondary stakeholders. As Tatum stated, policy interpretation creates different behaviours. Therefore, creating policy in a way that understands the different interpretations and behaviours would be

the most effective approach to shifting post-secondary culture to best suit the generations of today.

Student Data Collection

I was also informed by a participant that there is an intentional choice across Canada to limit data collection of incoming students to admissions criteria only. There is a voluntary demographic survey that students can complete if they choose to. Profiles of the incoming student classes are not created as a result of this data collection restriction. Skylar stated “we're actually quite constrained in the amount of data that we collect so, unlike the US and the National Student Clearinghouse data we don't collect a lot of demographic information and that's been an intentional choice across Canada... there's been a preference to keep the measures that we capture focused on the requirements for entry and nothing else. That's shifting somewhat as we have that voluntary student demographic survey that will be going out shortly and students can complete that.” Skylar went on to say that it is important for the institution to make it clear that any extra data collection upon admission will not affect any admission decision. They also stated that “self declaration of Indigenous status so First Nations, Metis, and Inuit under the various acts of legislation for the Federal Government, we will collect that...but we don't substantiate that unless it is for a specific space in a program right? Where we would need documentation of their indigeneity in order to allocate that admission space (that was) asked for.” The importance of this information is that faculties, and the post-secondary institution as a whole, are not provided with a profile of the incoming class when it comes to generational identification. This fact complicates

the understanding of the generational demographic spread across campus if that data is not readily available or collected.

Parallel to this restriction on data collection, there is also a push to make the institution's admissions process more accessible to create greater diversity on campus. Skylar spoke about how admissions criteria need to shift in order to create this diversity, “if the diversity existed in the students (that meet our academic requirements) we wouldn't need to do anything, but it doesn't.” They also acknowledged that, though this is the goal the campus community is not well prepared to serve a more diverse population. “Our assessment practices and wraparound support practices, the way we judge outcomes are all insufficient to receive a fundamentally different incoming class...So we need to look at other factors and those other factors, then have to imply that we would admit students who do not (meet our academic requirements) but have other measures that we think indicate ability to be successful. But those measures will only be accurate in indicating ability for success if the way in which we're assessing students and we're setting up our pedagogy is similarly changed so it's sort of a two prong state stepwise shift that we have to do”. They also recognized that the supports would all need to accommodate the change in incoming class makeup in order to effectively support the new composition of the campus community. The goal of creating a more diverse community on campus directly correlates to creating an on campus demographic that better represents the community as a whole outside of the post-secondary environment. A more diverse and inclusive environment feeds into the millennial and generation z motivators. Utilizing restorative practices would help in the creation of these wrap around supports by gathering input from the student community

as it changes and shifts. Integrating restorative practices into these major strategic goals would likely support community creation while bolstering the success of an ever changing student population.

Perspectives on Student Priorities

Another general theme that came up during interviews was the understanding of student priority shifts. As the percentage of student monetary input into post-secondary education has increased, while government funding has decreased, there has been an identifiable change in student expectations. Previous generations that have had the benefit of receiving a highly subsidized education approached the post-secondary environment and their financial input as their contribution which was required for a good education. Students of today, who are required to contribute more monetarily, have a greater focus on their value for money. Skyler pointed out that there is a heightened conversation happening around itemized billing for students to understand exactly where their money is going, while also focusing on a heightened awareness on the students part of learning outcomes as they relate to every course they are expected to take to complete their degree.

This by no means indicates that students were not invested in their quality of education and learning supports before the tuition spikes across Canada. Instead, it suggests that the relationship between students and their post-secondary institutions has changed. Skylar stated that students see their increase in financial input to the institution and therefore believe “we should have more say over what a good education looks like and what the wraparound support looks like and are we getting that value for money. It’s a different kind of conversation”. Skylar also articulated that, though the

institution is providing a service to society to make sure people are trained in a way that they are able to positively contribute to their community, “when a particular group of people are responsible for a lot of your funding it behooves you to make sure that they happily move through all the years of education and that you retain them...I would say the goals haven’t changed, the underpinning considerations may have a different lens on them when we think about what the impacts of not doing it are”. This trend also directly correlates with the change in student generational trends. There is an expectation from millennial and generation z students that they are able to participate in their community. They are driven by being able to make an impact, and expect to be able to do so at their home post-secondary institution.

Collection of Student Voice

Another unexpected yet significant theme that came up during interviews was the ways in which different units collect student input. Of the five participants that were interviewed, four stated that their prime source of input from the student body was through student representatives in student governance. Only one participant stated that they used more than one method of collecting student voice, one of which was a student committee composed specifically of students of all different years and programs of study that are not representatives on student governance. When speaking with Tatum about policy creation on committees that purely utilize student input from student union executives, they stated that “having a few you know, students and a few staff members and a few faculty members from different areas of the university will help a great deal to get a more rounded and relevant policy, more adaptable and applicable policy”. They also stated that including student representatives on these committees

and councils contributes positively to the momentum of the governance process. This is due to the fact that the “life cycles” at governance levels vary: student executives have a one year term, the professoriate have a five to ten year outlook, and the institution has the longest term goals. Having that variation in goals when it comes to timelines creates a higher sense of immediacy on the council, though the speed of change can be frustrating to the student representatives. Tatum’s observation directly correlates with current student motivators, as they expect a heightened level of immediacy and a quick turnaround on initiatives (see appendix A).

When speaking with Chandler about collecting student voices regarding policy in their area, they also stated that student governance representatives are their main source of feedback. They noted that transitioning from one executive to the next is the responsibility of the previously elected group in terms of knowledge transfer. Therefore, if there are any knowledge shortcomings of the previous executive council, that has the potential to be passed on to the next executive. At a large post-secondary institution with a diverse student population, as a whole and at the faculty level, having a small number of student representatives could pose an issue when trying to focus on creating policy for the students of today. This is due to the fact that if the previous student representation has shortcomings when it comes to accurately representing their diverse constituents, they could be providing policy makers with false information and passing on this incorrect data to the representation that follows. Which creates a chain of policy advising from students that may be resting upon false opinions of their community’s expectations. When students are motivated by community input, immediate feedback

and inclusion, a heightened focus on community based input would likely benefit the whole student body.

The one portfolio that is taking a more community-based approach to student information gathering is Skylar's. They are currently utilizing a community-based advisory group that represents students at all years and programs of study. This group is able to provide input on marketing, policy, communications, and general processes. Skylar meets with this group for input as well as utilizes student surveys and what they called "secret shopping," where they have participants access services to gather specific feedback. They compare feedback from these sources with feedback they gather from student governance representatives. Sometimes this feedback aligns and sometimes the two sets of feedback are distinctly different, which is an important point to highlight, due to the fact that the majority of the portfolios are only utilizing one source of student feedback.

Categories of Focus

Now that we have an understanding of the study participants, what data they are provided with, how student perspectives have changed, and processes for collecting student voice, we can move on to discoveries regarding the three main themes of this study and how they relate to generational trends. These themes, which emerged through thematic analysis, are instructor onboarding, space allocation, and academic misconduct.

Instructor Onboarding

The first theme I will discuss is instructor onboarding, by which I mean the training and information provided to instructors when they begin teaching for the institution. For this discussion it is important to provide another level of positionality in terms of the culture of the institution studied in this document. Clearly the values of the organization shapes the way in which it makes decisions and implements policy. Throughout the interviews, it was made clear that this post-secondary uses a research lens in conducting all activities, as it is a research-based institution. Tatum stated “I’d say the research component of the (institution’s) mission colours everything else”. The reason that this is important is because this research lens shapes the onboarding processes for instructors. In the interviews with those whose portfolios interact with instructor onboarding, it was consistently stated that an understanding of how to achieve tenure was part of the information provided. Skylar articulated that “research is more highly rewarded in the faculty evaluations process. So same as the student wants to get to the outcome that they have envisioned so too does the faculty member want to move through the ranks of tenure and then full promotion to professor and be able to effectively execute their job duties and when there's finite amount of time and an evaluation process looks at one thing over another necessarily you start to drive behaviour in those directions in some cases, right.” This emphasis on research outputs are also highlighted by those overseeing faculty. When asked about the considerations when a professor is up for tenure, Charlie explained “at a very high level, the three areas of activity that are considered are the very standard ones: research, teaching, and service and then within research, there are the standard academic outputs, such as

papers, publications…the weighting (of each of the three categories) would be faculty-specific. So I can't speak to how things are done in (other faculties), but my experience (is that) the most weight is given to the first category, the research. And the other two are important, they are certainly evaluated and taken note of, but the success in research is a necessary condition, not a sufficient condition to get tenure." Throughout the interviews it was made clear that instructors are informed of teaching supports that are available on campus, but the centre from which these supports are provided is not involved in instructor onboarding at all. There is a level of reliance on the fact that instructors will have taught at some point during their PhD. This is taken as experience enough to be successful in teaching. Given that instructors play a key role in creating a level of community for students, acclimatizing professors to the unique climate of the post-secondary institution that they are going to be instructing at would greatly support their ability to promote a positive in class environment. In summation, when instructors are being onboarded one of the subjects of greatest emphasis is research rather than teaching. However, "at institutions with a heavy research focus, faculty members can lack incentives to strive to perfect their teaching strategies" (St. Amour, 2020).The reality is that students are not given the top spot of consideration upon entering into a teaching contract at this post-secondary institution.

The second important theme in the category of instructor onboarding is campus consistency. As noted in Charlie's experience, it is the department chairs that are in charge of the onboarding process, whereas Chandler's area of focus has a more multi-level approach to onboarding their new instructors. Charlie specifically stated "I'd say that we've improved the level of consistency over the years…it's certainly not perfectly

consistent and I wouldn't expect it to be perfectly consistent across the (organization)...(though) I do expect that consistency will increase." They went on to state that different Chairs are very likely to onboard using different methods and focusing on different information. Chairs are expected to cover introductions to other faculty, explain how new instructors will be evaluated, and familiarize them with their new environment. On the other hand, Chandler stated that consistency was a key consideration in their area when focusing on onboarding instructors, with that and community building being of the utmost importance in the process. Chandler went on to state that in their area onboarding happens at three levels: the department, the faculty, and the institution, each of which has a different focus. The department handles their handbook and provides mentorship opportunities for the incoming instructor. The faculty provides workshops that create a standard of consistency across the departments and they focus on evaluations, best practices, tenure, research practices, and equity, diversity, and inclusion. Lastly, at an institutional level, they cover HR based employment information, services available to new employees, and EDI as well as indigenization. It is clearly illustrated between the two different groups on campus that instructor onboarding is facilitated with vastly different approaches, as one onboarding process is much more centralized and department-specific than the other. This creates inconsistency, not only for the instructors but also for the students who may have inconsistency in how they are being taught as a byproduct of this varying level of onboarding. This inconsistency therefore creates varying service levels for students across campus: if some professors are being onboarded with a robust program containing extensive instructional support and others are not, there is the potential for

inequitable learning environments across campus as a result of different levels of service. This inconsistency would not be well received by Generation Z who are motivated by a positive community impact. If there was a standard of care set, aka a level of consistency across campus in teaching practices, there would be consistent supportive service levels for students across campus. Equitable learning environments are a result of a positively built and supported community.

The last area of note within instructor onboarding is the fact that there is a teaching and learning centre at the institution in this case study, but there is no requirement of use or involvement in onboarding for faculties or departments. The department handles teaching and learning resources for the institution and supports pedagogical practice on campus, professors are able to interact with these resources at will. However, they are not included in the onboarding process at all. They were contacted to be involved in this study and stated that they have no input on instructor onboarding so it wouldn't be relevant for them to participate. I believe that this is a key area of opportunity, especially given the fact that Skylar and Tatum, both student-facing portfolios, stated that they work closely to create content and processes for this centre. There is potential to address the motivators of Generation Z and the current downfalls of onboarding using this centralized department. By requiring their inclusion in instructor onboarding, they could provide a heightened focus on community building within the classroom. They also could be included in assessment of faculty tenure by including their faculty engagement data in the evaluation process. This could include how often faculty access their resources, whether they are implementing key community-building pedagogical practices in their teaching, and linking student evaluations feedback

directly with the content they are building for the professoriate. Unfortunately, due to the fact that a representative from this group declined to participate, we cannot really know if they are implementing any of these strategies at the moment. However, based on the information provided by those that did volunteer to participate, it does not seem as though they are involved at all. As it stands, it appears that collaboration with the centre for teaching and learning is a missed opportunity: this could mitigate some issues around student generational motivators while also increasing consistency in instructor onboarding practices across campus.

In her article on adapting to the needs of today's students, St. Amour (2020) addresses instructor onboarding and how important it is to make this a main focus in post-secondary culture shifts: "some policy experts, institutional leaders and advocates believe higher education must change the way it trains, hires and promotes its faculty" (St. Amour, 2020). She proposes doing so by incentivizing faculty to engage with centres of teaching and learning in order to learn more about the craft of teaching. A subsequent suggestion is to include students in the construction of the classroom experience rather than building instruction for an imaginary student. This community engagement that St. Amour stresses is supported by the generational motivators of today's students. Incorporating their needs into the instructor onboarding process as well as the development of the in class experience will create a level of buy-in to their learning that will equate to an increase of post-secondary completion rates (St. Amour, 2020).

Space Allocation

One key consideration in the ability of students to build community on campus is if they have the physical space to do so. There was a theme throughout my conversations with all participants when it came to the topic of space: once again, research takes precedence over all other activities. Within Charlie's faculty, office space for professors is determined by seniority. Faculty may switch offices if one becomes available and whoever gets the space they bid on is determined by their seniority within the organization. In Chandler's area offices and research space are usually negotiated during the hiring process and indicated within their contract in some way. In Chandler's experience faculty do not often change space due to proximity between offices and allocated research space. I also spoke extensively with Sam about how space is allocated on campus in order to get an understanding of the priorities when it comes to physical space. They stated that those in charge of space on campus are not proactively looking for space to allocate for students on campus, but they could tell you where the gathering locations are. Generally, community space is considered when doing space planning as people need to gather and that is an accepted design element in the planning process. However, if students need more space for one reason or another, they would need to articulate that through the bureaucratic channels of the organization, as there is no continuous feedback loop on this topic in order to keep a constant pulse on what students may need.

The main theme that arose in this focus area is the perception of physical space ownership. Sam stated that there is tension between faculty allocated space and general institution space. Often, there is a feeling of ownership by faculty whereas those

in charge of space are working towards institutional thinking, which is an attitude that is more beneficial and appropriate for the students of today. The more institutional the approach in allocating space, the more areas will open up for general, rather than restricted, use. This could have the potential to lead to faculty, staff, and students consistently gathering in community spaces on campus but it seems as though this push for a shift in perspective across campus is an uphill battle for Sam and their team. Faculty equate offices with status and insist that they are owed a certain amount of space due to the nature of their work, whatever it may be. This parallels the cultural shift toward the managerial university and the post-secondary environment reflecting the corporate world where a corner office reflects professional status (Lea, 2011). Sam's team is working towards changing the amount of space that faculty are actually allocated and are taking small steps towards increasing the acceptance of a more institutional approach. While portfolios like Charlie and Chandler's are promising space and allocating based on prestige, Sam is cracking down on professors that have multiple offices on campus. They are also pushing to make spaces that are allotted to one group specifically open to the full community, which means the removal of spaces such as faculty specific lounges. I see an opportunity here to include restorative justice practice in these space allocation discussions in order to get all of the parties at the table. If students are able to have an open forum and safe space to articulate needs while also allowing the professoriate to hear the motivations and processes from Sam's team, the likelihood of community building and support of the culture shift would be heightened.

Academic Misconduct

There are three main themes to discuss on the topic of academic misconduct. The first is the current practices and differentiations between processes; the second is how these processes are planning to shift; and the third is the adaptability of restorative practice implementation. Charlie stated that in their area of experience, there are different processes between each of the program levels. For example, at the undergraduate level, the Associate Deans manage any academic incident reports and the steps to resolution, while at the graduate level cases would go to the Dean of the faculty. For graduate students, the process for a case to get to the Dean's desk started with a potential violation of the code of conduct being flagged. The professor would then have a discussion with the student, and then if the professor wants to continue on to a sanction, a file would be compiled and sent to the Dean to have another conversation with the student, who would have been advised that they have the ability to speak with an ombudsperson and include them in the meeting. There is no feedback loop once the sanction has been provided. If the case is closed without an appeal, there is no level of check in with the students after the case has been closed. The same process happens at the undergraduate level, where the Associate Dean takes on the secondary meeting rather than the Dean. Chandler reflected the same undergraduate process in their experience, but graduate cases also lie with the Associate Deans rather than escalating to the Dean level. Charlie and Chandler both expressed that the process goes from initial contact to student sanction, but does not extend past sanction completion.

Charlie and Chandler also agreed that there are likely large shifts happening in the area of academic discipline cases. As Charlie explained that there is "talk about

academic discipline…activity being at a new structural level, what that means, and we don't have the details yet because we're working on that boat, but it means is that Professor X … who for some reason, believes that a student has committed academic misconduct would be supported by a (new) academic office and the follow up on that case would be handled in the new office." Chandler explained this change as an economy of scale: there would be a smaller number of experts handling academic misconduct cases for a larger amount of the violations. The considerations in this shift, as Chandler explained, are the number of cases as it relates to the number of staff members available to handle them where decisions have to be made from a policy standpoint. This will also impact what work can be done by professional academic staff versus academic faculty members, as well as deciding what those academic discipline case teams look like. The area of concern here is the removal of the connection between students and those handling the academic discipline cases. As was stated in the "Calls to Action" section of this document, creating a sense of community and responsibility to community is essential to the success of Generation Z students. By creating a separate team of people that are even farther removed from the student than the Associate Deans, the commitment to reform may decrease. This means that, if students of today do not identify this new level of the organization as part of their own community, they are likely to have decreased dedication towards avoiding academic misconduct again and changing their behaviour going forward.

This is where the integration of restorative practices into academic discipline practices would be beneficial for Generation Z students, and likely for future generations given motivator trajectories. At the moment, as articulated by Charlie, if an academic

misconduct event is deemed to involve an individual student only, such as plagiarizing a paper rather than a group project, the discipline process includes that student alone and not any other peers from the classroom. A restorative justice approach would integrate members of the students' own community into that process. When the subject of integrating restorative practices into academic misconduct processes was brought up with both Charlie and Chandler, there was significant resistance. On the other hand, when the subject was broached with Tatum, who has a student-facing portfolio, they stated that these practices had been utilized within their portfolio already.

> "We actually… use a broader term I would use alternative conflict resolution or alternative justice practices…including you know learning circles and all kinds of things…so we do have a working group actually in my portfolio that…produced a report on alternate conflict resolution approaches a couple of years ago that we're implementing as we go… it's a daily reality and in (parts of my portfolio) so you know code of student discipline is not the only option, the code of student discipline is one tool that we have for ensuring that we have a safe productive and the appropriate learning environment in the community, but it's not always the right tool. In most cases, it is not the right tool."

When referring to academic discipline specifically, Tatum stated that restorative practices are not yet explicitly used.

> “Although you know… I think the vast majority of academic discipline officers are aware that the code of student discipline in a university also has a pedagogical function but it has a judicial function…so I think that's always been built in because of the teaching context in which we apply academic discipline. And so I think we could certainly formalize that more but it's always been there.”

Tatum also pointed out that there is no automatic check-in process or feedback loop after the case resolution as of right now, which mirrors what Charlie and Chandler stated. This would be automatically integrated into the restorative approach since the goal of the process is to restore peace to the community. This cannot be achieved without feedback or a check-in process. If there is no restoration and no commitment to the community, a follow up would have to happen to ensure that the solutions are changed. Since Tatum’s portfolio already integrates some level of restorative practice, there is a significant opportunity to include this topic in the conversation of restructuring the academic discipline processes. The focus could move from offender and consequences, to restoration and community healing (Zehr, 1990), while simultaneously uplifting community relationships all across campus (Fine, 2018). In addition, a restorative process for academic misconduct would create community-based norms amongst students and encourage community responsibility (Sampson, Raudenbush,& Earls, 1997).

Chapter Synthesis

This chapter revealed four main thematic findings that were discovered throughout the data collection process. These four areas were of note as they provided

a broader context to the case being studied. Secondly, the three main categories of focus were discussed and data analyzed. Within this discussion is where the background research on restorative justice applications was applied in order to gather perspectives on the feasibility of use within this case. This chapter reiterated the fact that the application of restorative approaches would not only support the generational motivator trends of students today in all three categories of focus but would also bolster the initiatives that have been present across Canada to integrate more Indigenous based practices within post-secondary education. The last chapter of this document will review the conclusions as well as provide study limitation and recommendations going forward.

Chapter 5 Conclusion

Universities in Canada were established long before millennial and generation z students began attending post-secondary, the hierarchical structure and policies surrounding instructor onboarding, space allocation, and academic misconduct at the large post-secondary institution studied do not effectively suit their generational motivator trends. As clearly illustrated throughout the literature review portion, there have been major shifts observed in the generational motivator trends of students up until Generation Z. One of the most significant trends is the diminishing of an individualized approach to personal practice, and in its place a focus and motivation by community connection and responsibility. In addition, there is an increased focus on work-life harmony, immediate feedback expectations, and a lack response to hierarchy (Bali et al., 2013, Brotheim, 2014, Goldbeck, 2017, Kane, 2017, McCrindle, 2014, O'Connor, 2016, Seemiller & Grace, 2016, Stuckey, 2016, & Wells et al. 2018). While motivator trends continue to shift, many approaches to post-secondary have not. As stated in the post-secondary shifts section, bureaucratic structures have stayed the same since the 1960's (Jones, 2013) and, as we have seen through this research, so have the approaches to practices like space allocation.

That last section of the literature review covered the post-secondary focus in Canada on addressing the "Calls to Action". I proposed integrating restorative justice practices into processes for instructor onboarding, space allocation, and academic misconduct in order to continue to support the strategies adopted by post-secondaries in this area. This would naturally integrate Indigenous approaches into current policy and practice and allow all members of the organization to interact with these practices

on a daily basis. Facilitating a restorative approach would also support the hope that non-Indigenous students complete their programs having interacted with these practices and learned more about participating in a society with their Indigenous neighbors respectfully (Bopp, Brown, & Robb, 2017). The post-secondary institution in this case study has already begun to integrate these restorative practices into some student centered approaches on campus, such as residences. I believe that the success of this integration could be replicated in the areas of instructor onboarding, space allocation, and academic misconduct on campus.

The data collection itself revealed some themes that were critical to outline in order to provide a well balanced picture of the post-secondary institution in this case. The portfolios that are not exclusively faculty-focused have a strong understanding of the concept of policy vs. practice and can articulate situations in which there were discrepancies between the two. The faculty-focused portfolios see the two concepts as synonymous, that policy is so well written that there is no room for interpretation and all practice is consistent when it comes to enacting campus policy. Integrating a restorative approach to policy creation and action may create an opportunity for both types of portfolios to learn from each other. By creating communities of practice, and opening up more opportunities for cross organizational communication, all parties could learn more about their campus reality of policy vs. practice.

One issue that may be present across Canada is the fact that the student data collected upon application and admission to post-secondary institutions is limited. Therefore, unless age-based data is collected on a voluntary basis after acceptance, there will be difficulty creating a student population profile to better understand the

generations present on campus. The institution in this study also hopes to create a more diverse campus, and having a clear picture of the effectiveness of this initiative will be difficult unless more demographic information is collected. However, creative communities of practice and implementing restorative approaches would support the concern of adjusting wraparound service delivery to better suit a more diverse campus. By including a diverse group of students in the conversation, paired with voluntary data collection as articulated by Skylar, the wraparound service delivery for students on campus would be more effective in suiting the needs of an ever changing student population.

There is a strong understanding that student perspectives have changed over time, as demonstrated in my literature review. The increase in student financial input into their post-secondary education, paired with shifting generational trends, has resulted in a generation of students who now want more input on what their education looks like. However, the majority of departments across campus are collecting student voices exclusively through student government representatives. When transitions for these executives are the responsibility of the previous executive team, there are few, if any, procedures in place to know if they are well-suited or well-prepared to represent the diverse student body. One portfolio is already utilizing a student advisory group to build a community of practice around student services, which takes advantage of the fact that students of today want more input on what their education looks like and want to be involved in change making. If this practice were to extend across campus, utilizing a restorative approach across the institution, all groups would be able to collect a more

well rounded data set from students in areas that they usually only gather input from student representatives.

After understanding the areas discussed above, we can see where the institution stands when reflecting on the subjects of instructor onboarding, space allocation, and academic misconduct. There were multiple themes revealed when discussing the topic of instructor onboarding. Within the onboarding process itself, there was consistency around the area of research, which had a heightened level of importance when it came to instructor consideration for tenure. Research outputs were an absolute must for the achievement of tenure, while teaching and community engagement came secondary. The second major theme related to the practice of instructor onboarding was that there are currently no measures of consistency across campus when it comes to the processes or information provided to instructors as they are onboarded. Lastly was the fact that there is a centre focused on supporting instructors teaching but there is currently no requirement for instructors to interact with the centre and it is not involved in the onboarding process. The centre provides an opportunity for the institution to utilize a group already focused on supporting pedagogy and this could be included in onboarding processes in order to ensure that instructors are teaching in a way that meets the needs of the students of today. The creation of a community of practice to advise on teaching practices would support this shift in policy and ensure a level of consistency across campus.There are multiple opportunities here to adjust processes and requirements in order to better suit the needs of students, especially given that they have a heightened level of expectation to shape their learning and involvement in post-secondary decision making.

The second major category explored was space allocation. In order to build community, students need space to do so. Currently one of the major uses of space on campus, as referenced by Sam, are instructor offices. These offices are allocated by criteria that are not consistent across campus, which is reflective of the work that each faculty does. However, space is also not allocated based on use. A professor could use an office space once a week or less and that would not factor into their space allocation. There is also not currently a process to consistently allocate space for general use or student gatherings. Therefore, if students would be more likely to use a space every day of the week that would not factor into the space being allocated for office space or gathering space. There is also no feedback loop currently in place to understand student needs, so the only way for students to request more space is to navigate the bureaucratic channels of the post-secondary institution in order to put in a formal request. However, there is a push towards more institutional thinking when it comes to space ownership and use. This is beneficial for the generational motivational trends given that a community-based approach is more familiar and appealing to them. There is an opportunity here to support this culture shift by integrating restorative practices into a community of practice-based forum in order for everyone involved to understand different parties' needs and points of view. This would allow for consistent understanding and community-based decision making, supporting the needs of all parties going forward. In sum, the hope from the institution to create an institutional-based space allocation process would benefit by integrating restorative approaches to create a space for the sharing of perspectives.

The last thematic section investigated was academic misconduct. Current processes in this area are also not consistent across campus. There is also no formal feedback loop to ensure a level of understanding or reform on the students' end, or to check on how they are progressing in their academics. However, there is a big push to increase the level of consistency for all faculties. This would create a more centralized system of dealing with academic discipline cases, therefore likely removing the process even further away from the students' circle of community. This has the potential to be an issue, as when students are motivated to create a positive community impact, not knowing how their actions affect their community may leave them with a lack of motivation to change their behaviour. There is an opportunity to integrate restorative approaches more intentionally into this process in order to connect students back to their community and create an understanding of how their actions can have harmful effects on everyone. There is already a level of understanding around restorative approaches in Tatum's portfolio and this knowledge, along with the integration of other restorative practice experts, could be utilized during this centralization process in order to create a meaningful program around academic discipline that will create reform and community connection.

This research has revealed that there are differing levels of understanding regarding policy in practice and restorative approaches in the post-secondary field. Students of today are motivated by community involvement and decision making, which provides an opportunity for post-secondary institutions to integrate them effectively into communities of practice. By incorporating this level of community expectations into the instructor onboarding process, instructors will be better equipped to create an effective

learning environment. This shift also has the potential to create a stronger acceptance on the faculty level of integrating restorative approaches across all decision-making channels. The use of restorative practices is not unheard of on campuses, even at this institution specifically, and taking advantage of the knowledge already on campus would be beneficial to the whole community. There is already a push towards institutional thinking as a whole and integrating these practices would support this culture shift. This study has highlighted the major shift of student motivator trends that are paralleled with few major policy changes over the same time period. By highlighting these motivator trends I have shown that post-secondary institutions in Canada have the opportunity to take advantage of resources already available to them in order to better suit the students of today. If institutions cannot support the creation of an on campus community, students may choose to gain their education somewhere that can better suit their needs.

Limitations

Sample size was one limitation of this study. By focusing on one institution in my case study, I already had a limited number of participants to select from who are involved in policy regarding academic misconduct, space allocation, and instructor onboarding. From this pool I also received a few negative responses or no responses at all, which resulted in a small sample size of 5 actual interviewees. The second limitation was the lack of research so far in this area of connecting generational motivator trends to policy shifts. This also includes the lack of intersectional issues in the current generational motivator research. The literature review did not reveal any discussion on

sociocultural influences or contexts as they relate to generational motivator trends. Lastly would be the requirement to contact my interviews virtually due to the COVID-19 pandemic. This requirement did not allow participants to select if they preferred an in person or online interview, which may have limited the level of comfort that interviewees had in answering the questions I had for them.

Recommendations

Based on the findings of this study, I recommend further research to continue the exploration of the connection between student motivator trends and current post-secondary policy practices. I believe this research should start with surveying students across Canada to get a better understanding of their motivation and interactions with post-secondary institutions. This research can be further broken down to categorize these results in a way that would allow researchers to see if there are major differences between post-secondary institutions. That is to say, do students find more motivation when interacting with technical institutes, colleges, large or small universities? Are the motivators of the students of today accurately represented by the research that has been done up until now, or has the COVID-19 pandemic created a significant shift in this area?

Secondly, I would recommend further research into the implementation of restorative practices within post-secondary institutions. Do we see a significant increase in student engagement and/or community connection when these practices are implemented? Do academic misconduct events decrease as expected when restorative

justice steps are followed? Are there differences in student success when faculty and staff consistently implement a restorative approach?

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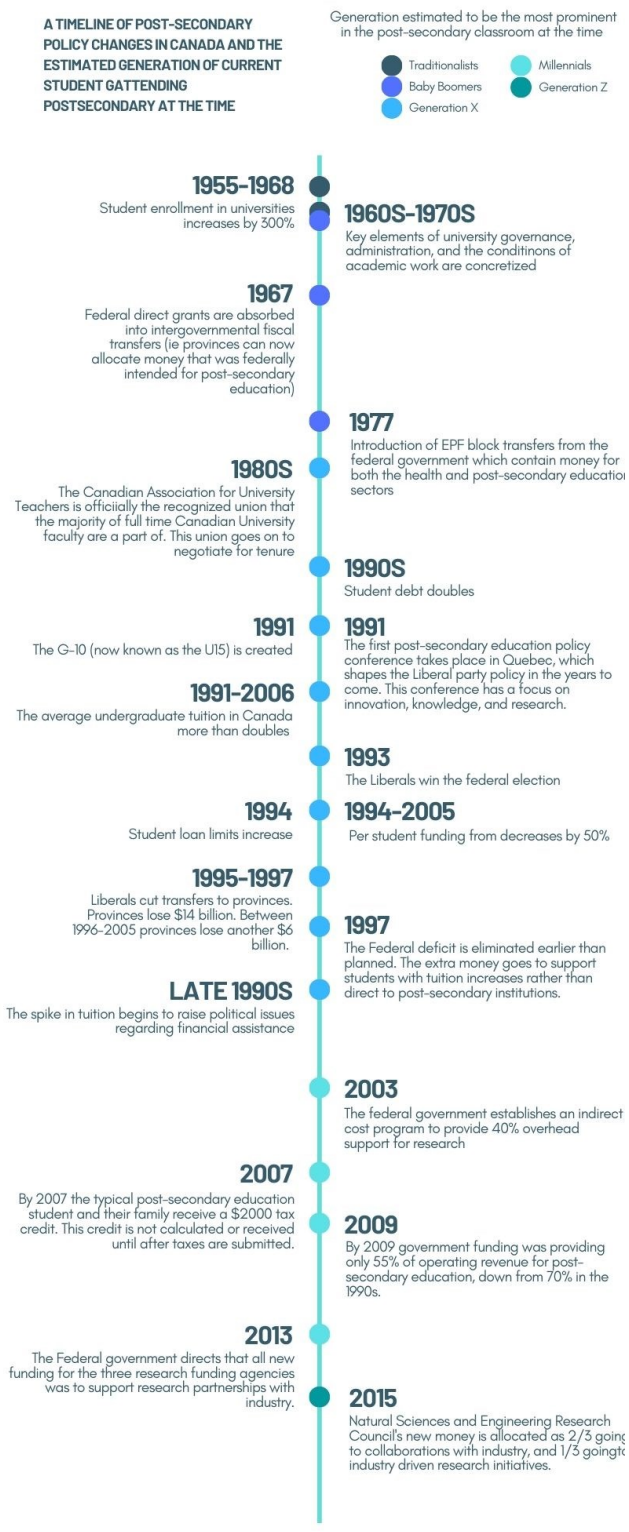
Appendices

Appendix A

	Traditionalists Silent Generation Born before 1943	Baby Boomers Born 1943-1960	Generation X Born 1960-1981	Generation Y Millennials Born 1981-1995	Generation Z Born 1995 - 2010
Values	Hard work, loyalty, put in the time	Workaholics, efficient, personal fulfillment	Check off lists, want structure and direction, self-reliant	Multitaskers, tenacious, entrepreneurial, goal-oriented, community and higher purpose	Driven, optimistic, diverse, impatient, flexible, community impact oriented
Leadership/Interactive Style	Authority is the highest rule	Collegial, consensual	Entrepreneurial	Participative	Do not respond well to authority
Communication	In person	In person	Direct, immediate	Electronically	Electronically
Feedback	Do not appreciate it	Do not appreciate it	Would like it if they can get it, but do not expect it	Expect immediacy	Expect immediacy
Rewards	Money, title, recognition	Money, title, recognition	Freedom	Meaningful work	Making a difference, milestone rewards, the chance for advancement NOT competition
Work & Life	Work is life	No balance, work to live	Prefer work life balance	Expect work-life balance	Expect work-life harmony

Appendix A. Comparison of generational trends, adapted from data gathered by Bali et al. (2013), Brotheim (2014), Goldbeck (2017), Kane (2017), McCrindle (2014), O'Connor (2016), Seemiller & Grace (2016), Stuckey (2016), and Wells et al. (2018).

Appendix B


A TIMELINE OF POST-SECONDARY POLICY CHANGES IN CANADA AND THE ESTIMATED GENERATION OF CURRENT STUDENT GATTENDING POSTSECONDARY AT THE TIME
Generation estimated to be the most prominent in the post-secondary classroom at the time
Traditionalists
Baby Boomers
Generation X
Millennials
Generation Z
1955-1968
Student enrollment in universities increases by 300%
1960S-1970S
Key elements of university governance, administration, and the conditinons of academic work are concretized
1967
Federal direct grants are absorbed into intergovernmental fiscal transfers (ie provinces can now allocate money that was federally intended for post-secondary education)
1977
Introduction of EPF block transfers from the federal government which contain money for both the health and post-secondary educatio sectors
1980S
The Canadian Association for University Teachers is officiially the recognized union that the majority of full time Canadian University faculty are a part of. This union goes on to negotiate for tenure
1990S
Student debt doubles
1991
The G-10 (now known as the U15) is created
1991
The first post-secondary education policy conference takes place in Quebec, which shapes the Liberal party policy in the years to come. This conference has a focus on innovation, knowledge, and research.
1991-2006
The average undergraduate tuition in Canada more than doubles
1993
The Liberals win the federal election
1994
Student loan limits increase
1994-2005
Per student funding from decreases by 50%
1995-1997
Liberals cut transfers to provinces. Provinces lose $14 billion. Between 1996-2005 provinces lose another $6 billion.
1997
The Federal deficit is eliminated earlier than planned. The extra money goes to support students with tuition increases rather than direct to post-secondary institutions.
LATE 1990S
The spike in tuition begins to raise political issues regarding financial assistance
2003
The federal government establishes an indirect cost program to provide 40% overhead support for research
2007
By 2007 the typical post-secondary education student and their family receive a $2000 tax credit. This credit is not calculated or received until after taxes are submitted.
2009
By 2009 government funding was providing only 55% of operating revenue for post-secondary education, down from 70% in the 1990s.
2013
The Federal government directs that all new funding for the three research funding agencies was to support research partnerships with industry.
2015
Natural Sciences and Engineering Research Council's new money is allocated as 2/3 goin to collaborations with industry, and 1/3 goingt industry driven research initiatives.

Appendix C

INFORMATION LETTER and CONSENT FORM
Study Title: Student Generational Trends and Contrary Post-Secondary Policies: A Case Study of a Large Canadian University

Research Investigator:
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Background
As an individual who is involved in policy creation and/or implementation regarding instructor onboarding and training, academic misconduct cases, and/or space allocation at the [redacted], I am reaching out to request your participation in my thesis research.

Before you make a decision, one of the researchers will go over this form with you. You are encouraged to ask questions if you feel anything needs to be made clearer. You will be given a copy of this form for your records.

Purpose
By exploring generational motivators for four of the most recent generations, their causes, and how they translate to students navigating post-secondary in Canada today, I will highlight how traditional institutions are under-serving their target market. Through semi-structured interviews, I will pinpoint key areas in a large post-secondary institution in Canada that should be reviewed in order to better tailor university procedures to the students of today. Lastly, I will explore the restorative justice approach and provide a plan on how its integration into policies at this institution would improve student motivation.

Study Procedures

This study will utilize semi-structured interviews for data collection. These interviews are expected to take 1 hour to complete each and there will be two sessions. The interviews will take place over password protected Zoom meetings and recorded for transcription purposes only. The

recordings will be stored on the cloud and may reside on a server outside of Canada where it may be subject to privacy laws of that jurisdiction. Again, this is for transcription purposes only. Once transcriptions have been validated by participants through email communication, recordings will be deleted immediately.

Storage of study information will be in a secure external hard drive to facilitate future research (subject to approval from a research ethics board).

Benefits

Though it is unlikely that you will benefit directly from participating in this study, I hope that the information gathered from this study will help the [redacted] tailor its policy development toward increased student engagement and satisfaction with their post-secondary experience.

Risk

There may be social repercussions if your identity as a participant is discovered. The steps I am taking to mitigate that risk are outlined in the Confidentiality & Anonymity section of this document. There may be risks to being in this study that are not known. If I learn anything during the research that may affect your willingness to continue being in the study, I will tell you right away.

Voluntary Participation

You are under no obligation to participate in this study. The participation is completely voluntary and you are not obliged to answer any specific questions even if participating in the study.
Even if you agree to be in this study you can change your mind and withdraw at any time. Withdrawal can occur at any time without consequence. Data withdrawal can be requested before the interview information collected is validated by yourself. The approximate time of validation contact will be within a week of the interview. In the event of opting out, you have the choice to remove all or some information gathered in the interview process.

To clarify, data validation will happen twice. Once after the first interview and once after the second interview. You will receive a transcript from each interview and will be asked to confirm the information in that transcript, preferably within a week of that transcript being sent to you. Therefore, you have approximately two weeks to withdraw your information from each interview, one week being between the interview and transcription, and the second between when you are sent the transcript and confirm the validation of information.

Confidentiality & Anonymity

- The intended use of this research is for thesis submission for my Masters in Educational Policy Studies.
- The results from these interviews are expected to be published in a thesis format. This format will include pseudonyms to prevent your identification
- The institution that you work for will not be identified in the documentation.
- In order to protect your anonymity and identity I will create a pseudonym and profile.
- Myself and my supervisor will have access to the raw data collected.
- Data will be kept in a secure place for a minimum of 5 years following completion of my research. Information will be kept on a password protected hard drive.
- Participants can receive a copy of my final thesis, please indicate if you would like to receive these research findings within our interview
- Added protection is provided through your review of the interview transcripts

Contact Information

If you have any further questions regarding this study, please do not hesitate to contact me at jenna.dahl@ualberta.ca.

The plan for this study has been reviewed by a Research Ethics Board at the University of Alberta. If you have questions about your rights or how research should be conducted, you can call (780) 492-2615. This office is independent of the researchers.

Consent Statement

I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the research study described above and will receive a copy of this consent form. I will receive a copy of this consent form after I sign it.

_____ _____

Participant's Name (printed) and Signature Date

_____ _____

Name (printed) and Signature of Person Obtaining Consent Date

Appendix D

Semi Structured Interview Guide #1 and #2
Student Generational Trends and Contrary Post-Secondary Policies:
A Case Study of a Large Canadian University

Thank you again for agreeing to participate in my Masters research study. As a reminder, this Zoom meeting is being recorded, and you are welcome to request a copy of my final report.

*Ask if any questions regarding the information guide came up for them after the last interview

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Please note that this guide only represents the main themes to be discussed with the participants and as such does not include the various prompts that may also be used. Non-leading and general prompts will also be used, such as "Can you please tell me a little bit more about that?" and "What does that look like for you".

Remind participants of the questions we covered last time:

Interview Guiding Questions

1. Leadership
    a. What would you say are the main priorities of the University?
        i. If you had to rank those priorities how would you rank them?
    b. What do you believe are the main motivators of the student body at the University?
    c. How is student voice included in policy creation at the University?
    d. What would be your key considerations when allocating physical space at the university?
    e. What are the policies and processes for academic misconduct in your faculty?
    f. How is space allocated in your faculty and what are the considerations in these decisions?
    g. What changes to student space have been made in the last 20 years?
    h. What are your procedures for instructor onboarding?
    i. What are the goals you hope to achieve with professors through the onboarding process?
2. Facilities and Operations Focus
    a. What are the key considerations for allocating space at the university?
    b. How often do faculties request more space for students and what do those

requests look like?
    c. How often do faculties request space for professors and what do those requests look like?
3. Academic Misconduct
    a. What are your key considerations when supporting a student through an academic misconduct case?
    b. Is there a process for follow up with students' post-case resolution?
4. Instructor Onboarding
    a. What level of onboarding is required for each professor as administered by your department?
    b. What key areas are covered in your onboarding program?
    c. What resources do professors have access to that addresses how to build a community in the classroom?

Ask them if they had any more information they would like to provide regarding those questions.

Ask any follow up questions that came up during transcription of the previous interview.