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UTokyo Online Education, Symposium on Future Faculty Development
UTokyo Global FFDP, 2021, Linda von Hoene

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Preparing Future Faculty in the U.S.: Origins, Current Emphases, and Emerging Directions

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Origins: TA Training

- Early 1900s: Initial use of Teaching Assistants
- Post-WWII: Early adopters of TA training
  - Foreign language departments, writing programs
- 1970s: Calls for TA training from TAs
- 1980s: Beginning of TA Development Movement
  - Conferences, Publications, TA Development Programs

Origins: Preparing Future Faculty

1990s

Funders:

- Council of Graduate Schools, AAU&C, Pew Charitable Trusts, Professional Associations

Primary Focus

- Development of teaching skills needed by faculty
- Preparation for teaching at different types of institutions
- Creation of job market materials

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Growth and Current Emphases in TA and Future Faculty Development

2000-Present

- More Developed and Required TA Training
- Expansion of Preparing Future Faculty Programs
- Increased Number of Teaching Certificate Programs and Completions
- Central Focus on Teaching Competencies
- Expansion of Required Academic Job Search Teaching Materials

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Teaching Certificates: U.S. Institutions, 2018 Survey Results

|	Total	DU Highest Research	DU Higher Research	DU Moderate	Other
Number of Universities Surveyed	153 (74)*	95 (52)	45 (17)	11 (3)	1 consortium
Percentage of Carnegie Classification	45%	83% (54%)	45% (17%)	10% (3.5%)	n/a
Number of Respondents	101	63	30	7	1
Response Rate	64%	66%	63%	64%	100%

*2010 statistics

von Hoene, Linda, Kate Williams, and Erin Doktor, 2018. "Change Agents: Preparing Future Faculty through Outcomes-based Teaching Certificate Programs." POD Network Annual Conference. Survey assistance and input from Kirk Robinson, Kim Van Orman, Matthew Mahavongtraul.

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Growth in U.S. Teaching Certificates 1980-2018
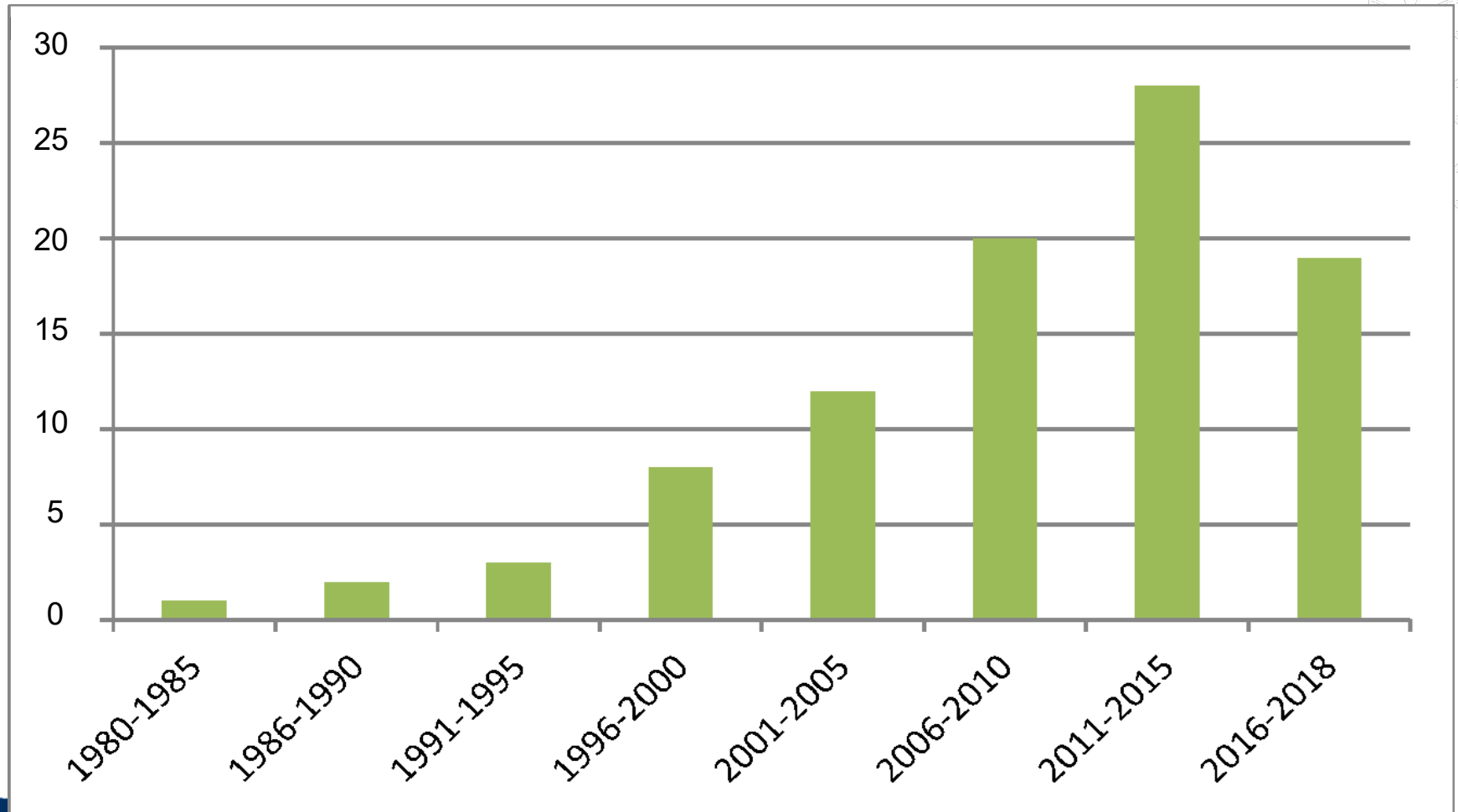
Annual Certificate Program Completions

How many completers over time?
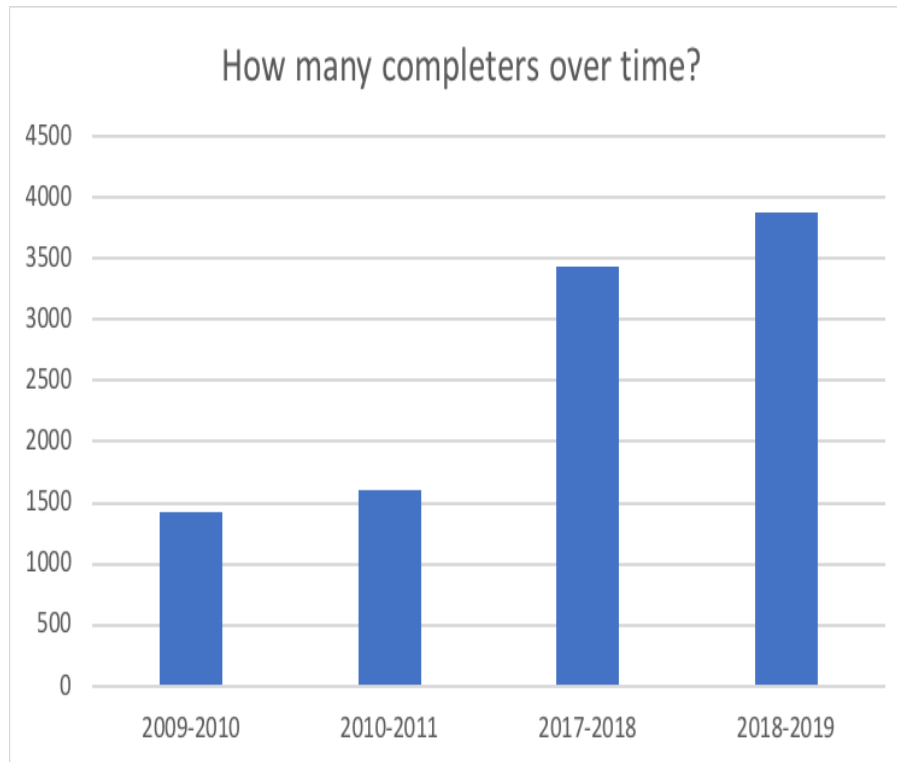
Completers since inception:

7,758 as of 2010

32,605 as of 2018

>400% increase since 2010

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Teaching Certificates: Required Activities

	% of Programs		
	Required	**Not Required**	**Optional**
Orientation conference	33%	66%	
Workshops	61%	33%	
Credit bearing courses	47%	53%	
Classroom observation of teaching	55%	26%	19%
Faculty involvement	41% (55% in 2010)	41% (26% in 2010)	11% (19% in 2010)

Teaching Certificates: Required Products

70% teaching statement

43% one syllabus

4%   two or more syllabi

64% teaching portfolio

77% reflection papers (60% in 2010)

13% original research papers (6.7% in 2010)

9%   posters on original research (4.4% in 2010)

17% diversity statement (new item)

13% other
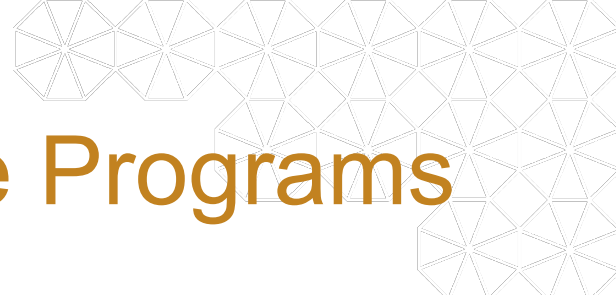
Outcomes-based Certificate Programs

Formal learning outcomes have been established

71%	Yes
21%	No
8%	Other (under development, outcomes for individual components of program, inherent in program activities)

How are outcomes assessed?

28%	Completion of requirements
6%	Assessment of quality of products
2%	Rubric designed for certificate program
33%	Completion of requirements AND assessment of quality
5%	Assessment of quality AND rubric
16%	Completion, quality, AND rubric

Teaching Competencies

- Graduate and professional students will gain **knowledge of how people learn** and how to teach consistent with these principles of learning, using a variety of techniques appropriate for the discipline, level, and learning context.

- Graduate and professional students will consistently **set and communicate learning goals and expectations,** both for individual class sessions and the overall course, that are appropriate for the discipline, level, learning context, and the institutional curriculum.

- Graduate and professional students will **teach with attention to diversity, inclusion of multiple perspectives, and demographics**, so that every student has the opportunity to learn.

Preparing for College and University Teaching: Competencies for Graduate and Professional Students, Gilmore and Hatcher, eds. Stylus 2021.

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Teaching Competencies

- Graduate and professional students will **assess student learning** responsibly, equitably, and in alignment with learning goals, and use the results to enhance student learning.

- Graduate and professional students will **use evidence-based pedagogical approaches specific to the discipline** and which facilitate student learning of disciplinary content.

- Graduate and professional students will **assess and improve their own teaching** performance through inquiry-based practice informed by a community of scholarly teachers.

From *Preparing for College and University Teaching: Competencies for Graduate and Professional Students, Gilmore and Hatcher, eds. Stylus 2021.*

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Teaching Competencies

- **Course Design:** The best practices, based on research on teaching and learning, recommend that instructors design courses that align with clear learning outcomes to enhance learning and engagement.

- **Curriculum Design:** To meet accreditation and program review requirements, institutions charge faculty—primarily regular but in some instances full-time adjuncts as well—with designing or revising their program curriculum. Faculty developers can teach faculty the best practices in doing this task, which involve 1) setting program learning outcomes (the disciplinary or professional competencies expected of a graduate) and assessing students' achievement of them and 2) mapping the curriculum to ensure that the courses in the program enable students to achieve those out- comes.

von Hoene, Nilson, and Siering, *"*Intended Teaching Effectiveness Outcomes for Instructors and Faculty Development." In *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development.* Harras, Taylor, Sorcinelli, and von Hoene, eds. American Council on Education, 2017.

Teaching Competencies

- **Implementation of Effective Learning Activities and Assignments:** The best practices, based on research on teaching and learning, advocate that instructors develop and implement learning activities based on research on how students learn, providing practice of component skills and opportunities for formative feedback and guidance.

- **Assessment of Student Learning:** The best practices, based on research on teaching and learning, advise instructors to design and implement quizzes, tests, projects, and capstone assignments to enhance and assess learning in alignment with established learning outcomes. These best practices also counsel faculty to grade student work according to desired outcomes using tools such as well-formulated grading rubrics to ensure fairness, transparency, and actionable feedback.

von Hoene, Nilson, and Siering, *"*Intended Teaching Effectiveness Outcomes for Instructors and Faculty Development." In *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development.* Harras, Taylor, Sorcinelli, and von Hoene, eds. American Council on Education, 2017.

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Teaching Competencies

- **Development of Inclusive and Ethical Learning Environments:** To promote learning, faculty developers can show instructors how to create a classroom environment that acknowledges and benefits from a variety of backgrounds and perspectives and fosters ethical behavior. The strategies are based on research on teaching and learning.

- **Instructor Reflection, Growth, Improvement, and Evaluation.** Effective instructors demonstrate openness and commitment to growth and improvement. They collect meaningful data on their students' learning for reflecting on and assessing their teaching effectiveness and professional growth (Johns 2017; Seldin, Miller, and Seldin 2010). They also follow up with making changes in their teaching and taking informed instructional risks to maximize student learning. Institutions committed to promoting faculty teaching development and student learning use these data in conducting instructor reviews. Faculty developers can foster the disposition of continual growth and improvement and teach faculty how to collect data on student learning.

von Hoene, Nilson, and Siering, *"*Intended Teaching Effectiveness Outcomes for Instructors and Faculty Development." In *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development.* Harras, Taylor, Sorcinelli, and von Hoene, eds. American Council on Education, 2017.

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Academic Job Search Materials

- Teaching Statements
- Evidence of Teaching Excellence
- Evidence of Online Teaching Experience
- Diversity Statements

Emerging Directions

1, More Comprehensive and Differentiated Approach to   Inclusive Teaching

- Trauma-informed pedagogy
- Universal Design for Learning
- Focus on neurodiverse Learners
- Anti-racist pedagogy

2. Emphasis on Mentoring Undergraduates in Research

3. Creation of broader professional development programs and competencies for graduate students that go beyond preparation for academic careers.

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