

Learning to Teach/Teaching to  
Learn:  
Pathways to a Successful  
Professoriate

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# Problem

- Most university faculty are not prepared to teach during their graduate preparation, higher education institutions do an inadequate job of providing professional development to improve teaching, and universities do not align their reward systems to support the importance of high-quality teaching.

# Goals of Workshop

- Discussion of environmental factors influencing higher education in US and Europe which suggest more emphasis on improving teaching,
- How effectively are graduate schools preparing new faculty to meet the current demands of the academy?
- How effectively are higher education institutions supporting the development of new faculty to meet the demands of the academy?
- How effectively are higher education institutions aligning the rewards system to improving the teaching-learning process?

# Environmental Factors Driving Change

- Public skepticism
- Demands for increased accountability
- Fiscal control/tuition control
- Expectations for IN. Higher Ed. to support economic development and technology transfer.
- Rise of information society and new technologies
- New kinds of educational institutions
- Increasing emphasis on learning outcomes.

# Graduate Schools and the Preparation of Faculty

- Significant amount of research has been conducted in last 15 years on this topic. General consensus is that doctoral programs fail to adequately prepare doctoral graduates for roles as future faculty.
  - Primary emphasis has been preparation for research
  - Secondary emphasis has been on preparation for teaching
  - Almost no preparation for service, engagement, and academic citizenship

# Graduate Schools and the Preparation of Faculty

- Begin preparing new students from day one for their future in the academy.
- Prepare students for career in a variety of institutional types, not just research university roles. They should understand the different roles of faculty within the academy as well as the different reward systems across institutional types.
- More fully develop the role of the graduate faculty as mentors to future faculty by proving mentors with diverse backgrounds.

# Graduate Schools and the Preparation of Faculty

- Encourage the systematic and progressive development of teaching skills by increasing future faculty exposure to greater pedagogical responsibility, subject matter diversity, learning theory, and technology.
- Provide assessment of and support the self-assessment of doctoral students in terms of the progress in preparing to be future faculty.
- Encourage graduate students to develop portfolios to develop professional portfolios that emphasize teaching, service, and research.

# Role of Universities in Developing Their Faculty

- Recruiting – Hiring Universities need to communicate more explicitly the qualities they expect in new faculty and they should require evidence (professional portfolios) that reaffirm the new faculty have the training/values to succeed. Institutional mission and individual interests should be aligned.
- New Faculty Orientation – organized program designed to support the transition of new faculty to the institution. Programs may vary in length from a day to one year. At ISU, program is 9 months in length.

# Role of Universities in Developing Their Faculty

- Faculty Development – An array of programming designed to support the development of required skills for faculty. Programs may include:
  - workshops,
  - on-line training programs,
  - learning communities,
  - faculty academies,
  - mentoring,
  - peer classroom assessments
  - academic shadowing,
  - pedagogical internships,
  - faculty exchanges,
  - grant writing,
  - course transformation.

# Role of Universities in Developing Their Faculty

- Teaching Portfolios – A collection of documents and evidence on teaching activities and effectiveness. Folio may include: personal statement on teaching philosophy, reflective statements and self-assessment, representative course syllabi, curricular revisions, evidence of steps in continuous improvement, etc.

# Alignment of Universities Rewards with Priorities

- Need to be clear on the expectations for faculty.
- Internal policies must align with these expectations.
- Need to align reward system with the full array of activities that faculty are expected to perform. (Boyer's Scholarship Model)
  - Scholarship of Teaching
  - Scholarship of Discovery
  - Scholarship of Integration
  - Scholarship of Application
- Individual awards versus department awards – many current faculty award systems focus on the individual versus the department. This model does not change institutional behavior.

# Group Activities

- Organize into small discussion groups (6-8) participants
- Each group shall appoint a facilitator and reporter
- The reporters will present the responses of their group discussions to the larger workshop group
- The reporters will merge the findings into a single report for presentation.

# Group Questions

- What are the issues in your institution/country that are creating the pressure to improve teaching within the University?
- Are graduate schools within your institution/country adequately preparing graduates to assume the role of faculty in today's universities? If not, what are the issues or gaps in the preparation program?  
What might be done to improve their preparation?
- How successful are the institutions represented supporting new faculty to meet the changing demands of the role of faculty member in today's universities?
- How should teaching be assessed and how should it be recognized and celebrated publicly?