

## Epilogue

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As we bring closure to this IJTL special issue on TPS, beginning with the editorial, MTV framework, and reflections by three aspiring and early career faculty on their TPS, we propose the following four recommendations for teaching institutions to support college faculty in the “teach or perish” era.

The first recommendation, as suggested by Ahn in the first article, is for campus central units for faculty development to provide systematic faculty preparation and development for aspiring and early career faculty. Many faculty seek support before or shortly after entering the classroom realizing the difficulty of teaching. Yet, opportunities for learning to teach are sparse and the quality varies since there are no systematic requirements for higher education similar to PK-12 education (e.g., supervised fieldwork). The three authors in this issue actively sought such opportunities and found the grant-sponsored graduate student Teaching Academy valuable. Their TPS and reflections conveyed understanding teaching and learning from a theoretical perspective equipped them to purposefully select, articulate, and enact teaching methods aligned with their visions of teaching. We recommend similar foundational learning opportunities for all aspiring and early career college faculty so that they do not resort to hit-or-miss methods (e.g., teach how you were taught, follow instructions by Artificial Intelligence [AI]) and are better prepared to teach and support diverse students in complex, changing classrooms.

Our second recommendation is for campuses to establish faculty and GTA learning communities to provide prolonged pedagogical learning and support. As discussed by Ahn, the authors and editors in this issue valued collaborating with one another for a year to deeply examine teaching and learning to prepare personalized TPS for college teaching and GTA positions. The Teaching Academy and TPS writing community provided structure (e.g., shared expectations, deliverables, and accountability), prolonged support, and feedback benefitting individual members, the community, and beyond. Dialoguing with colleagues in community pushed members to reflect, think deeply, and be more intentional with the articulation and practice of teaching. Unlike one-time workshops, the learning community provided a trusting environment to share struggles, questions, and issues as they arose. For instance, writing community consensus around the importance of authentic voice and original ideas, as opposed to AI generated ideas, enhanced the quality of authors’ TPS and informed the IJTL Editorial Board’s policy on AI.

Another recommendation closely related to faculty development and learning communities is for campuses to elevate and support Scholarship of Teaching and Learning (SoTL). In essence, the culture of teaching institutions should reflect classroom pedagogical research is valued as much as other faculty scholarly contributions. SoTL enables faculty to engage in systematic inquiry about their teaching and student learning through writing, research, and other means. As we saw with the authors’ reflections, writing TPS led them to plan teaching with intent toward desired student outcomes setting the stage for systematic classroom inquiry. As living documents, TPS support faculty continued reflection, refinement and professional growth. When shared with evidence of improved teaching and learning through the tenure and process, TPS can influence others’ teaching. Thus, central units for faculty development should support faculty to engage in systematic pedagogical research through grants, learning

communities, workshops, and/or consultation. Likewise, leadership across campus should encourage and provide ongoing opportunities for faculty to share and discuss their pedagogical research results through meetings, conferences, and publications. It is important to note that tenure and promotion should also value SoTL as much as other forms of scholarship. These concerted efforts will contribute to elevating the importance of teaching in higher education. In fact, IJTL is currently preparing a special issue on SoTL for the Spring 2027 issue.

Our final recommendation is for campuses to provide clear guidelines for TPS, including encouraging faculty to use conceptual TPS framework(s) when writing TPS. Most college teaching positions require TPS with job applications. With little or no experience or foundational training, writing TPS can be daunting, especially for aspiring and early career faculty. The authors in this issue conveyed having a simple conceptual framework, such as the MTV framework, provided structure and direction to organize, develop, articulate, and explain their planned teaching. As such, campuses and/or departments within should provide clear TPS guidelines for job applications and encourage the faculty to use conceptual TPS framework(s) to articulate *how* they plan to teach and *why*. It is equally important for campuses to provide clear guidance to support faculty with developing and refining TPS on their tenure and promotion journeys. We believe thoughtfully constructed and articulated TPS have the power to shape and transform the culture of teaching within the colleges and universities.

To conclude, this special issue aims to support aspiring and early career faculty to develop effective TPS so they can successfully enter and navigate teaching institutions, enhance student experiences and outcomes, and become higher education teacher leaders. We hope this issue advances the focus on teaching in the field of higher education to guide and nurture aspiring and early career faculty to better serve our students.