PFL students who are also participating in professional development activities within their department or with university entities such as Career Services, Human Resources, the Office of Intercultural Engagement, or the Office of Leadership & Service-Learning should consult with the PFL Coordinator to find efficient ways to complete your PFL folio requirements.

**PFF Folios**

**FOLIO 1 – REQUIRED WORKSHOPS FOR CORE TEACHING SKILLS AND KNOWLEDGE**

- Models of Teaching (including the following options)
  - Teaching Small and Large Classes
  - Problem-Based Learning
  - Learning Styles
- Conflict Management in the Classroom

**FOLIO 2 – ELECTIVE WORKSHOPS**

[EITHER ATTEND AT LEAST 3 OF YOUR CHOICE]

- Teaching a Diverse Student Body
- Work-Life Balance or Time-Management
- Develop a Professional Website or Online Presence
- Use of Blackboard, Canvas, Moodle, or other LMS
- Creative Use of Technology in the Classroom
- *Discipline Specific options acceptable upon prior approval by PFL Coordinator*

OR

- Complete the Executive Leadership Program offered by UNCG’s Office of Leadership & Service-Learning

**FOLIO 3 – TEACHING PRACTICE, TRAINING, OBSERVATION AND FEEDBACK**

- Student observes at least 2 undergraduate class sessions and writes a summary of what they learned about teaching, classroom management, etc. from the experience
- Student attends the teaching assistantship training provided by The Graduate School or by his/her academic department (note: for Graduate School TA training you will not need a Workshop Attendance form as proof of attendance as these will be on file, for departmental training you will need to submit the Workshop Attendance form)
- Student teaches at least one class period, or runs a lab, or tutors a session while being observed by mentor, professor, or supervisor and receives feedback observers (and possibly students) and writes a summary of the feedback and reflects on his/her strengths and weaknesses and the skills he/she still needs to develop
FOLIO 4 – DEVELOPMENT OF STUDENT LEARNING OUTCOMES AND COURSE SYLLABI

- Student completes 4 online learning modules on student assessment: 1.) Principles and Purposes of Assessment, 2.) Designing Effective Assessment, 3.) Applying Tools in Different Contexts, 4.) Using Assessment Data for Continuous Improvement – accessed at pfls.uncg.edu
  (Note: A participant must be on campus to access the online modules.)
- Student watches the webinar Using Assessment to Design Effective Courses and Syllabi Workshop (available in the PFL Google Drive folder)
  OR
  attends a workshop on integrating assessment with syllabi
- Student writes a series of student learning outcomes for a course syllabus in their discipline
- Student develops a course syllabus and new course proposal (based on the procedures for their institution) for a course within his/her discipline and submits it to mentors for review
- Mentors provide feedback on the course syllabus and proposal, then the student revises and uploads to portfolio

FOLIO 5 – INNOVATIVE DISCIPLINE SPECIFIC APPROACHES TO ASSESSMENT

- Student researches current assessment practices, approaches and/or theories that are relevant to his/her discipline
- Student submits materials for the PFF award in the spring semester (via google drive)

FOLIO 6 – TEACHING ASSISTANTSHIP TEACHING EXPERIENCE

[EITHER]

- Student completes a one semester teaching assistantship
  OR

- Student and mentor collaborate with their department to determine an alternative to the full TAship

FOLIO 7 – UNDERSTANDING GOVERNANCE AND ACADEMIC SERVICE

- Student attends one from the following:
  - Department faculty meeting
  - Graduate Studies Committee Meeting
  - Faculty Senate Meeting
  - Curriculum Committees meeting (UCC, GEC, GSC)
- Student writes a review of the meeting in light of the by-laws and charge of the committee and what they learned about faculty roles in university governance and service and uploads to portfolio
FOLIO 8 – EVALUATING ACADEMIC SETTINGS

- Student locates websites of three different universities and writes an analysis of differences between the mission and vision statements of a research university, liberal arts university, and a community college and uploads to portfolio. Reflect on the type of institution you feel best suits your academic and career goals and the specific steps you need to take to prepare yourself to be a successful candidate.

FOLIO 9 – SHADOWING A PROFESSOR

- Student spends roughly half a working day with professor observing his or her activities - teaching, office hours, service, research and writing time, etc. (this can be broken up so that your observation can occur in small segments over several days, and in accordance with the faculty member’s and your schedule)
- Student interviews the individual regarding his or her job responsibilities and requirements: publication and service expectations and requirements, how to maintain a professional network, strategies for the tenure process, the differences in expectations between undergraduate and graduate faculty status, community engagement and public service, and applying for postdocs
- Student writes a reflection of the shadow experience incorporating the information from the interview and identifies the skills and knowledge he/she still needs to develop and uploads to portfolio

FOLIO 10 – SCHOLARSHIP, RESEARCH AND FUNDING

- Student completes at least 2 out of the following options on Responsible Conduct of Research (RCR). The options are: 1.) Human Subject Review, 2.) Intellectual Property 3.) Authorship, 4.) Any Discipline Specific Offerings, 5). Completing the IRB process, 6.) Online CITI modules, 7.) Epigeum (UNCG only – Epigeum covers both RCR requirements)
- Student identifies opportunities for funding in his/her discipline – some options include, but are not limited to: attending a grant funding or fellowship workshop, talking with mentors and other faculty, applying for a patent, engaging in helping write a grant or research proposal, applying for a postdoc. Student writes a summary of the funding opportunities and processes for their field and uploads to portfolio.
- Student goes through the process of locating conferences and submitting an abstract for acceptance at an academic conference in their discipline and uploads to portfolio - note that acceptance to present at conference is not required
  OR
  Student presents a poster at UNCG or NCAT Research Expo and writes a summary of the judge’s feedback and a plan for improvement and uploads to portfolio
FOLIO 11 – PREPARING FOR THE JOB MARKET

- Student attends workshop on preparation of CV and reviews three CVs provided by faculty members or Career Services
- Student develops a preliminary CV for the job market and has it reviewed by mentors
- Student also prepares other discipline specific job documents and submits for review to mentors (cover letter, dissertation abstracts, teaching philosophy, research agenda, etc.)
- Student uploads revised job documents to portfolio
- Student attends a workshop on applying and/or interviewing for jobs
- Student participates in a mock interview sponsored by The Graduate School, Career Services, or academic department

FOLIO 12 - PORTFOLIO AND PROGRAM APPROVAL FOR COMPLETION

- Student submits all forms and documents in their electronic portfolio for review to the PFL Coordinator – please notify the PFL coordinator by email when this is done
- Upon review the student will make any necessary changes or additions for final approval
- Student receives official notification of completion of the PFL program