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.

**PFL Planning Guide — Preparing Future Faculty**

<table>
<thead>
<tr>
<th>FOLIO #</th>
<th>PFF Requirements</th>
<th>Portfolio Completion Requirements</th>
<th>Mentor Requirements</th>
<th>Date Completed</th>
</tr>
</thead>
</table>
| FOLIO 1 | Attend the following required workshops:  
1. Models of Teaching  
   Some options include:  
   -- Teaching Small & Large Classes  
   -- Problem-Based Learning  
   -- Learning Styles  
2. Conflict Management in the Classroom | 1. Upload Workshop Attendance Forms or Substitution Workshop Forms for all workshops | N/A | 1.  
2. |
| FOLIO 2 | Either attend at least 3 of your choice:  
1. Teaching a Diverse Student Body  
2. Work-Life Balance or Time-Management  
3. Develop a Professional Website or Online Presence  
4. Use of Blackboard, Canvas, Moodle, or other LMS  
5. Creative Use of Technology in the Classroom  
6. Discipline Specific options acceptable upon prior approval by the PFL Coordinator  
OR  
Complete the Executive Leadership Program offered by UNCG’s Office of Leadership & Service-Learning | 1. Upload Workshop Attendance Forms or Substitution Workshop Forms for all workshops | N/A | 1.  
2.  
3. |
| --- | --- | --- | --- |
| FOLIO 3 | 1. Student teaches at least one class period, lab session, or tutor session and receives feedback from professor/mentor and students  
2. Summarize feedback and draft a plan for improvement identifying the strengths and weaknesses and the skills and knowledge that need developing | 1. Upload summary of feedback and plan for improvement  
2. Upload summary and reflection on teaching observation experience.  
3. Upload Workshop Attendance Forms for proof of departmental TA training if you don’t attend the TA training provided from the Graduate School | Mentor helps prepare student for teaching class, observes teaching and provides feedback to mentee.  
Mentor might also offer student to observe an | 1.  
2.  
3.  
4a.  
4b.  
5. |
| 3. Student attends TA training provided by his/her department or The Graduate School | 4. Student observes at least 2 undergraduate courses  
5. Student writes a reflection and summary of what they learn about teaching from observing undergraduate courses | undergraduate course. |

| FOLIO 4 | 1. Student watches the webinar Using Assessment to Design Effective Courses and Syllabi Workshop hosted in PFL Google Drive OR attends a workshop on integration of assessment and syllabi  
2. Student completes 4 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  
3. Student writes a series of learning outcomes for a course syllabus in their discipline (this can be done in conjunction with #4)  
4. Student develops a course syllabus and new course proposal (based on the procedures for their institution) for a course within his/her discipline | 1. Upload results for assessment module pre-tests and post-tests  
2. Upload certificates of completion for each assessment module  
3. Upload Workshop Attendance Form  
4. Upload revised syllabus with student learning outcomes  
5. Upload revised new course proposal | 1. Upload results for assessment module pre-tests and post-tests  
2. Upload certificates of completion for each assessment module  
3. Upload Workshop Attendance Form  
4. Upload revised syllabus with student learning outcomes  
5. Upload revised new course proposal |

Mentor provides guidance on procedure for writing effective syllabi, student learning outcomes, and new course proposals in their field, and provides feedback on drafts of student learning outcomes, course syllabus, and new course proposal
4. Student revises and uploads syllabus and course proposal

| FOLIO 5 | 1. Student researches 2 current assessment practices, approaches, and/or theories that are relevant to his/her discipline  
2. Student applies for the PFF Awards using the instructions for submitting the award found in the PFL folder on Google Drive | 1. Upload PFL Award documents and application to portfolio before deadline – (in the spring semester) | Might direct students to resources and research on assessment in your discipline. |
| --- | --- | --- | --- |
| FOLIO 6 | 1. Student completes a one semester teaching assistantship OR  
Student and mentor collaborate with their department to determine an alternative to the full TAship | 1. Upload proof of TAship or alternative | N/A |
| FOLIO 7 | 1. Student attends one from the following options: Department faculty meeting, Graduate Studies Committee Meeting, Faculty Senate Meeting, Curriculum Committees meetings (UCC, GEC, GSC)  
2. 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  | 1. Upload review of meeting to portfolio | N/A |
| FOLIO 8 | 1. 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. | 1. Upload analysis to portfolio | N/A | 1. |
| FOLIO 9 | 1. Student spends roughly half a day with mentor in the discipline observing his/her activities and interviews the individual regarding his/her job responsibilities including: publication and service expectations and requirements, how to maintain a professional network, strategies for the tenure process, the differences between undergraduate and graduate faculty status, community engagement and public service, and applying for postdocs | 1. Upload reflection to portfolio | Mentor allows student to observe and interview them for roughly half a day – this time can be broken up – and discusses the roles, responsibilities and requirements of being a faculty member | 1. 2. |
| FOLIO 10 | 1. Student goes through the process of locating relevant panels and conferences and submits an abstract for acceptance at an academic conference  
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  
2. Student identifies opportunities for funding in his/her discipline and writes a summary list of funding resources and processes  
3. Student attends at least 2 out of 4 workshops on Responsible Conduct of Research from the following: 1.) Human Subject Review, 2.) Intellectual Property, 3.) Authorship, 4.) Discipline Specific Offerings, 5.) Completing the IRB process, 6.) Online CITI modules, 7.) Epigeum (UNCG only – this covers all of the RCR requirements) | 1. Upload conference/panel abstract to portfolio and indicate which academic conference you submitted to and the reasons for submitting to that conference  
OR  
Upload summary of judge’s feedback and plan for improvement to portfolio  
3. Upload funding summary and resource list to portfolio  
4. Upload Workshop Attendance Forms or Substitution Workshop Forms for all workshops  
5. Upload proof of RCR completion | Mentor might assist in identifying relevant conferences for student to submit to, or provide feedback on conference abstract or presentation.  
Mentor assists and advises student in identifying potential funding opportunities and agencies. |
| FOLIO 12 | 1. Student submits all required forms and documents in the electronic portfolio for review to the PFL Coordinator  
2. Student makes any necessary changes and revisions for final approval  
3. Student receives official notification of completion of the PFL program | 1. Submits portfolio for review to PFL Coordinator | N/A | 1.  
2.  
3. |