FOLIO 1 – REQUIRED WORKSHOPS FOR CORE TEACHING SKILLS AND KNOWLEDGE

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

Portfolio Requirements:

1. Upload Workshop Attendance Forms or Substitution Workshop Forms for all workshops.

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 of PFL Coordinator

OR

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

Portfolio Requirements:

1. Upload Workshop Attendance Forms or Substitution Workshop Forms for all workshops.

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 from 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

**Portfolio Requirements:**
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

**Working with your Mentor:**

Mentor will observe your teaching and provide feedback. Meet with your mentor before your teaching observation to discuss with your mentor what specific things you want them to pay attention to and provide feedback on.

You might choose to observe your mentor’s undergraduate class sessions. Note that this observation requirement also covers some of the requirements for shadowing a professor in Folio 7.

**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 pils.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 the student’s 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

**Portfolio Requirements:**

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 for proof of completion of Integrating Assessment and Syllabi workshop (if you watch the webinar to fulfill this requirement, upload the form without a signature for the workshop presenter/proctor)
4. Upload revised syllabus with student learning outcomes
5. Upload revised new course proposal

**Working with Mentors:**
Consult your mentors on best practices and theories for writing successful student learning outcomes, syllabi, and new course proposals in your discipline. Ask them to provide feedback on the student learning outcomes, syllabus, and new course proposal you write with an eye to revising these for student learning effectiveness and adherence to institutional expectations.

**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 applies for the PFF Awards using the instructions for submitting the award found in the PFL folder on Google Drive

**Portfolio Requirements:**

1. Upload PFL Award documents and application to portfolio before deadline

**Working with Mentors:**

Consult with your mentor on resources, theories, and publications about innovative assessment in your field.

**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

**Portfolio Requirements:**

1. Upload proof of TAship or alternative.

**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
**Portfolio Requirements:**
1. Upload review of meeting
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.

Portfolio Requirements:

1. Upload analysis to portfolio

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, applying for postdocs and jobs, and any other relevant questions you want answered
• 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

Portfolio Requirements:

1. Upload reflection to portfolio

Working with Mentors:

Be sure to schedule the days/times that you want to observe the professor with plenty of notice, so you can both plan appropriately. Also, be sure to discuss your expectations and goals for the observation with the professor before observation begins, to arrange what activities you would like most to observe. Be prepared with specific questions for your interview; think about what you want to know about the day-to-day activities and duties a professor undertakes and what questions you need to ask to best prepare yourself for entering the profession.

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 – this covers all 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 summary of the judge’s feedback and a plan for improvement and uploads to portfolio

**Portfolio Requirements:**

1. Upload proof of completion of RCR
2. Upload funding summary and resource list to portfolio
3. Upload Workshop Attendance Forms or Substitution Workshop Forms for any workshops attended
4. 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

**Working with Mentors:**

Ask your mentor to assist in identifying relevant conferences for you to submit to if you are unsure. You might ask your mentor to provide feedback on your conference abstract or presentation. Also, ask your mentor to assist and advise you on identifying potential funding opportunities and agencies for work and research in your field.

**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 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, proof of teaching effectiveness, 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

Portfolio Requirements:

1. Upload Workshop Attendance Forms or Substitution Workshop Forms for all workshops
2. Upload all revised job documents to portfolio

Working with Mentors:

Ask your mentor to provide feedback on your job documents and offer insights about applying and interviewing for academic jobs.

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

Portfolio Requirements:

1. Be sure that all documents and relevant information are uploaded to your portfolio
2. Notify the PFL Coordinator your portfolio is ready for review
3. Make any necessary changes or additions based on the PFL Coordinator’s review

Working with Mentors:

Be sure to thank your mentors for all the help and feedback they provided you while matriculating through the program. Continue to foster your mentoring relationships as you progress through Graduate School and your careers.