2016|2017

Student Program Manual

Preparing Future Faculty

University of Cincinnati
grad.uc.edu/pff

TABLE OF CONTENTS

1. INTRODUCTION

Welcome, PFF student! Program coordinators new and old have contributed to this road map for your PFF experience. In these pages, you will find everything from explanations of the certificate's core components to instructions for successfully completing the requirements to good old-fashioned advice on how to make the most of this experience for your professional future.

Let us begin by introducing you to Preparing Future Faculty, the national movement.

Preparing Future Faculty at the National Level

The Preparing Future Faculty (PFF) program is a national movement to transform the way aspiring faculty members are prepared for their careers. PFF programs provide doctoral students, as well as some master's and postdoctoral students, with opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies and different expectations for faculty.

The PFF initiative was launched in 1993 as a partnership between the [Council of Graduate Schools](#) (CGS) and [the Association of American Colleges and Universities](#) (AAC&U). During a decade of grant activity, from 1993–2003, PFF evolved into four distinct program phases, with support from the [The Pew Charitable Trusts](#), the [National Science Foundation](#) and [The Atlantic Philanthropies](#). During this time, PFF programs were implemented at more than 45 doctoral degree–granting institutions and nearly [300 "partner" institutions](#) in the United States. While the grant periods have expired, the Council of Graduate Schools continues to provide administrative support to existing programs and to those wishing to develop new PFF programs.

Since the PFF initiative began, a number of institutions and programs have developed PFF programs without external funding. These programs incorporate many or all of the activities and components of grant-funded programs and have been significant contributors to the PFF community.

PFF programs have three core features.

First, *PFF programs address the full scope of faculty [roles and responsibilities,](#) which include teaching, research and service, emphasizing how the expectations for these responsibilities often differ in different campus settings.*

Second, *doctoral students participating in PFF programs have multiple mentors and receive reflective feedback not only for their research activities but also for their teaching and service activities.*

Third, *PFF programs meet both of these goals in the context of a [cluster](#) of institutions, typically involving a doctoral degree–granting institution or department collaborating with various partner institutions or departments. The cluster might include, for example, a doctoral institution, a liberal arts college, a community college and a master's university. Within the cluster, the partners work together to provide experiences that will allow the participating graduate students to learn about the roles and responsibilities of faculty members at each institution. This may involve arranging for a teaching experience, working with a teaching mentor, observing faculty committees, learning about faculty governance and attending faculty development activities designed to address the special needs and interests of the students at another institution. The cluster is an evolving paradigm. Some PFF programs have modified this paradigm to involve partnerships between multiple doctoral institutions or between an academic institution and partners in industry. Other programs have provided professional development opportunities at research universities for*

faculty at partner institutions in exchange for the benefits that doctoral students derive from partnerships between institutions.[1]

Where can I read more about the national PFF movement?
If you want to read more, check out these sites:

http://www.preparing-faculty.org/

http://www.preparing-faculty.org/Brochure.pdf

Preparing Future Faculty at the University of Cincinnati
The manifestation of Preparing Future Faculty as a professional development opportunity differs at each sponsoring institution. However, the program's mentoring component remains the same. At the University of Cincinnati, Preparing Future Faculty functions as a graduate certificate program, which means that students who complete the certificate will receive a record of their achievements on their formal transcript upon graduation.

AN OVERVIEW OF THE PFF EXPERIENCE
Students in PFF engage in five different experiences.
- Take Teaching Effectiveness (a three-credit course offered only in the fall)
- Take Academic Job Search (a two-credit course offered only in the spring)
- Attend five credits of university-sponsored workshops
- Attend three reading groups as a participant and a fourth as a leader[2]
- Complete a 40-hour mentoring experience

PFF STAFF AND FACULTY YOU SHOULD KNOW
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Bryan Smith, instructor for Teaching Effectiveness and director for the Center for the Enhancement of Teaching and Learning (CET&L)

THE BLACKBOARD ORGANIZATION
Whether you intend to enroll straight away or participate in program activities before you apply, be sure to email gradpff@uc.edu and request access to the Preparing Future Faculty Blackboard organization. The program coordinator uses Blackboard to share important information and announcements with the students. You do not have to be enrolled to have access to the group, and you can be removed from the Blackboard organization at any point should you graduate, choose to withdraw or decide not to enroll.

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[1] The information in the "Preparing Future Faculty at the National Level" section of the manual was borrowed straight from the National Preparing Future Faculty website, which is available at http://www.preparing-faculty.org/.
[2] Requirement for students admitted fall 2016 or later. Students admitted prior to fall 2016 are required to attend two reading groups as a participant and a third as a leader.

2. APPLYING TO PFF

Candidates Eligible for the PFF Certificate

Any master's, doctoral or postdoctoral student may apply for the Preparing Future Faculty certificate. University employees and working professionals sometimes apply as well. Interested candidates need to have earned at least a bachelor's degree to be admitted to the program.

Enrolling

Students who are formally enrolled in PFF are classified as graduate students at UC. Applications to the PFF certificate program flow through the same online portal as those for graduate degree programs. The application fee for the certificate is smaller than that for degree programs, and the application itself requires fewer supplementary materials.

Do I need to enroll? Yes. You must formally enroll to participate in the mentoring experience, apply for graduation and receive the certification.

Do I need to enroll before I begin the program? No. You are welcome to take PFF courses, complete PFF-approved workshops and attend reading groups before enrolling. Simply let the coordinator know that you would like him or her to track your progress. Once the coordinator is tracking your progress, any experiences that you finish will count towards your completion of the certificate. You might choose this option if you are unsure whether you can or want to complete the certificate.

Will I need to provide supplementary materials for the application? Yes. After you submit the online application, you must provide an official transcript that confirms you have earned at least a bachelor's degree. You will also need to provide one letter of recommendation. **If you have already provided an official transcript with a degree conferral for another program, you will not need to provide another one. That information will already be on file with the university.**

I am already a UC student. Do I have to apply again? Yes. You must fill out a new application each time you decide to participate in a new program at UC.

STEPS TO ENROLL
1. Access the application link, which is available on the UC PFF pages or through the Graduate School website under the "Apply" section. **The application link itself:** https://gradapps.uc.edu/StartMyApplication/GradApplication.aspx
2. Select your student status (domestic or international).
3. Choose the program. You must either select Preparing Future Faculty from the "Select a Program" link or type the program into the search bar. The program must appear exactly as **Preparing Future Faculty, Post-Baccalaureate Certificate.** If you select the program from "Select a Program," you may first need to disable the pop-up blocker in your Internet Settings.
4. Click "Select."
5. Choose the semester you would like to enroll and then click "Apply Now."
6. Create an account or enter your previous login credentials.
7. Fill out the application.
8. Once you are admitted into the program, you will receive a decision letter via email. Click on the Enroll button at the top of the letter. This will take you to the Admissions Enrollment Form.
9. Complete all required fields and hit submit. You will not be enrolled in PFF until you submit this form!

3. PFF REQUIRED COURSES

Teaching Effectiveness
- This class is offered in the fall semester; availability during the spring term varies
- This class is a prerequisite for the mentoring experience
- 3.0 G credit hours
- Course number PD8041
- Thursdays 2:00– 4:50 p.m.
- For fall 2016, the professor will be Dr. Bryan Smith, director of the Center for the Enhancement of Teaching and Learning

Course description: *This course covers the theory and practice of effective, learning-focused teaching at the college level, including how to establish student learning outcomes, develop a syllabus, use diverse approaches to teaching and assess student learning. All participants will develop an electronic teaching portfolio.*[3]

Academic Job Search
- This class is offered in the spring semester only
- 2.0 G credit hours
- Course number PD8042
- Tuesdays 4:00-5:50 p.m.
- For spring 2017, the professor will be Dr. bruce mcclung, interim dean, division head and associate professor of the College-Conservatory of Music

Course description: *This course offers a broad and diverse view of the academic job market, including the different kinds of institutions (from community colleges to research universities) and the implications of those market segments for faculty careers. The course also offers practical insights into and guidance for assessing job openings, applying for jobs and interviewing.*[4]

Tuition
Standard tuition fees apply to these courses. If you are a part-time student (taking 9 or fewer credit hours per semester), you pay for each credit hour. If you are a full-time student, you pay a flat rate for 10–18 credit hours (students who receive a GAS are required to take a minimum of 12 or more credit hours). Here are the relevant fees for the 2016-2017 academic year:

	Part Time *Less than 10 credit hours*	Full Time *10–18 credit hours*
Ohio Resident	$724/credit hour	$7,234/semester
Non-Ohio Resident	$1,311/credit hour	$13,105/semester

Be sure to check online at http://www.uc.edu/registrar/residency_reciprocity_metro.html for details about local area reciprocity for students from Indiana and Kentucky.

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[3] Information for the course description comes from the Teaching Effectiveness syllabus. Contact the professor, Dr. Bryan Smith, at bryan.smith2@uc.edu for a recent copy of it.
[4] Information for the course description comes from the Academic Job Search syllabus. Contact the professor, Dr. bruce mcclung, at bruce.mcclung@uc.edu for a recent copy of it.

Registering for Classes

FOR UC STUDENTS
1. Visit the University's Catalyst site: http://catalyst.uc.edu/
2. Log in with your University 6+2 ID and password. (You will receive your 6+2 when you are first admitted to UC.)
3. Click on the "My Academics" tab on the left side of the page
4. Click on the "Add/Drop Classes" link on the left side of the page
5. Enter the class number, and then click "enter." The course will be added to your "Shopping Cart"
6. Click on "Enroll" at the bottom of the page.
7. The course will be added to your schedule.

NON-UC STUDENTS MUST BECOME NON-MATRICULATED STUDENTS BEFORE THEY CAN REGISTER FOR CLASSES[5]
1. Visit http://admissions.uc.edu/transfer/transfer_non-matric.html. This page has all of the information you need to become a non-matriculated student.
2. Click on the "Basic Data Form" link, which brings you to this downloadable PDF: http://admissions.uc.edu/content/dam/uc/registrar/docs/basic_data_form.pdf
3. Fill out the Basic Data Form.
4. Send the form back to the University. You can fax it to 513-556-5708 or mail it to

   Office of the Registrar
   University of Cincinnati
   PO Box 210060
   Cincinnati, OH 45221-0060

   You can also hand-deliver the form to the OneStop Student Services Center (second floor of University Pavilion). If you have additional questions about submitting the form, call OneStop at 513-556-1000.

I TRIED TO REGISTER BUT THE SEATS ARE FILLED—NOW WHAT?
1. Email the professor and ask if he or she is willing to let you into the course.
2. If the professor consents, you will need a pink add/drop slip either from your college administrative office or from the OneStop Student Services Center (located on the second floor of University Pavilion).
3. Fill out the add/drop slip.
4. Get the signature of the professor.
5. Return the add/drop slip to OneStop.

If the professor is not willing to let you in, then do not hesitate to register for the next section of the course! The program coordinator often sends out Blackboard announcements about registration openings, so look out for them or check Catalyst regularly during the semester prior to the course to see if registration is available.

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[5] Students enrolled in the PFF certificate have UC student status, even if they are not enrolled in a degree program.

4. WORKSHOPS

Workshops: What They Are

Organizations from across the university sponsor workshops designed to improve your skills and knowledge. Several university groups sponsor these academic professional development programs, as well as sessions designed to increase competencies in education-related technologies.

COMMON WORKSHOP TOPICS

PFF-relevant workshop topics often include, but are not limited to, the following:

- How to teach
- Trending pedagogical methods
- Learning styles
- How the brain learns
- Diversity/inclusion in higher education, the college classroom and your career
- Work/life balance
- Social media and technology in the classroom
- The rise of ePortfolios in higher education and their value as an assessment tool
- Accessibility
- Funding opportunities

WORKSHOP SPONSORS

Workshop sponsors often include, but are not limited to, the following:

- The Center for the Enhancement of Teaching & Learning (CET&L)
- The Graduate Association for Teaching Enhancement (GATE)
- The Academy of Fellows for Teaching & Learning (AFTL)
- The Learning & Teaching Center at UC Blue Ash
- College of Medicine Faculty Development

Blackboard and the Approved Workshops List

The program coordinator chooses workshops that he or she believes are appropriate for PFF workshop credit and lists the names, dates, locations and other relevant details of those programs on the PFF Blackboard page under the "Workshops" tab. As new programs become available for registration across campus, the program coordinator updates the list and sends out Blackboard announcements notifying you of the new opportunities.

Programs Not on the Blackboard List

The program coordinator will not be aware of every event taking place on campus. You may learn about a program that you believe is suitable for workshop credit but is not on the approved list. You may ask the program coordinator if you can receive credit for attending the event, but you must ask **before** you attend the program. This policy is nonnegotiable.

Registration

You can register for most workshop credit programs at the Faculty Development | Onestop site (http://www.uc.edu/facdev/home.aspx). You must log in with your 6+2 and password to register for a program. Many of the programs have limited seating, so if you cannot attend a program for which you reserved a spot, please cancel so that someone else can attend.

Registration for other workshop credit programs occurs through separate venues or walk-in registration on the day of the event. These programs typically include the AFTL Showcase in January and the Diversity Conference in late March or early April. Check with the program coordinator for details on which pieces of those programs may be attended for credit and where you can register.

Workshop Credits

Workshop credit hours depend on the length of the program and are determined by the program coordinator. Typically, short programs (one or two hours in length) count for one workshop credit hour. Half-day programs typically count for two workshop credit hours, and full-day programs count for three workshop credit hours. The list of approved workshops under the "Workshops" tab in Blackboard shows how many credit hours each program is worth. To graduate, you must attend five credit hours of workshops.

Requirements

ATTENDANCE

You must arrive on time for the program and attend, at minimum, for the amount of time required to achieve one workshop credit hour. For example, if you attend a program approved for one hour, then you must attend the entire program. If you attend part of a longer program, you can receive partial credit based on how long you are there. If you intend to partially attend a long program, you must confirm the details of your plans with the program coordinator **before** you attend. If you do not work out these arrangements prior to attending a program, the program coordinator may not award you credit.

RECORDS OF ATTENDANCE: FACULTY DEVELOPMENT | ONESTOP PROGRAMS

To receive credit for workshop attendance, students will visit Faculty Development | OneStop (http://www.uc.edu/facdev/home.aspx) and login with their 6+2 and password. They will then click on the "Transcripts" button on the left side of the page, download copies of their attendance records and send them to the program coordinator at gradpff@uc.edu.

RECORDS OF ATTENDANCE: OTHER PROGRAMS

To receive credit for workshop attendance at programs that do not have a Faculty Development | Onestop registration, students will notify the program coordinator that they plan to attend, attend the event and write a brief summary of the event's material. They will then send that summary to the program coordinator at gradpff@uc.edu.

5. READING GROUPS

Reading Groups: What They Are

PFF offers five reading groups per semester in fall and spring (and fewer during the summer). These consist of four live groups that each take place for 90 minutes on campus and one online reading group that takes place over a three-day period. The reading group schedule and the readings are available on the PFF Blackboard pages. All students admitted to the PFF certificate program in fall 2016 and beyond must participate in three groups and lead one group. Students who were admitted to (and not merely participated in) PFF before fall 2016 will be held to the old standard of participating twice and leading once. Students may participate in all live groups, all online groups or a mix of both.

Reading groups are designed to broaden your knowledge of pedagogical methods, challenges in the field and issues relevant to the career. If you are interested in a particular topic (for instance, teaching critical thinking, how the brain learns or how to balance career and family life), then reach out to the program coordinator. He or she is always interested in student feedback on the group topics and readings. Likewise, if you are particularly uninterested in a particular theme or if the schedule shows dates that do not work well for you, please let the program coordinator know.

Blackboard

Each semester's reading group schedule, along with the readings for each group, is available through the PFF Blackboard pages. The schedule, which lists the groups and their dates, times, platforms, leaders and registration links, is available under the "Reading Groups" tab. The readings are available as downloadable PDFs under the "Readings" tab. To locate the PDFs, double-click on the folder for the current semester.

Registration

The Blackboard reading group schedule (under the "Reading Groups" tab) also has the registration link for each reading group. Clicking on the link takes you to a short online form, which asks you to click which reading groups you want to attend and to fill in your name, email address and main program of study. **REGISRATION IS REQUIRED**—this is how the program coordinator knows to send you an invitation to an online reading group and ensures that there will be enough participants for the group to be successful.

Live Reading Groups

Live reading groups take place for 90 minutes on campus. Of the three live groups per semester, two usually take place on West Campus, and one usually takes place on East Campus. The groups often occur on Wednesdays. The specific dates, times, buildings and room numbers are all available under the "Reading Groups" tab on the Blackboard pages.

Online Reading Groups

The online reading groups take place in online Wiki forums: http://www.wikispaces.com. You will have to visit the site and create a free account to participate. The program coordinator creates specific spaces for each group, and when the first day of the group arrives, he or she sends an email invitation with special access codes to each registered participant. At that point, the leaders will have already accessed the group space and posted questions, and they will ask additional questions and stir conversation as the group progresses. The leaders develop the questions themselves based on the most interesting, relevant and compelling points in the material for the reading. The leaders receive instructions and expectations the week before the reading group.

If you are not familiar with Wikispaces, please create an account prior to the reading group and become familiar with the platform. If you wait until the day of the reading group, the program coordinator may not be able to help you and ask you to wait for another group. One of the online reading group rules is that students must resolve any technical issues with Wikispaces by the end of the first day of the group. If you

want to see how a group operates, the program coordinator will send you access codes to an old reading group so you can learn how to use the website.

Live group leaders are responsible for submitting a sign-in sheet signed by all of the participants to the program coordinator to earn participation credit. In online groups, leaders must load their questions into the Wikispaces page **before** the group starts so that discussion can begin immediately. Wikispaces posts are time stamped. Participants and leaders must post a certain number of times, with a certain number of words, to earn credit. (The rules are listed at the top of each page.) The program coordinator reviews the Wikispace after each reading group to determine credit for each participant.

Participating in a Reading Group

Students must participate in two groups. Effective participation means actively engaging in the group discussion. It means listening intently to learn from the perspectives and knowledge of your peers, offering up your own thoughts and showing courtesy and respect for the ideas of others. Some requirements are particular to the type of group:

LIVE GROUP PARTICIPATION
- Register.
- Read all of the material assigned for the group **before** the group begins.
- Show up on time. This is non-negotiable.
- Stay for the entirety of the group. You must be present for all 90 minutes.
- Sign the sign-in sheet. The program coordinator cannot award participation credit if you do not sign the sheet. This may be the only evidence that confirms your presence at the group.
- Keep your discussion relevant and on topic. Reading groups exist solely for the purpose of the reading group.

ONLINE GROUP PARTICIPATION
- Register.
- Read all of the material assigned for the group **before** the group begins.
- Be prepared to participate before the group starts. You have until the end of the first day of the reading group to get technological help from the program coordinator. If you want to see what online reading groups look like before you participate, email the program coordinator and ask for access to an old group.
- Participate within the three-day window. The group starts as soon as the program coordinator emails you the invitation codes sometime early in the morning on the first day of the group, which is usually a Tuesday. It ends by midnight on the third day of the group, which is usually a Thursday. (Occasionally, groups are scheduled on different days or extended into Fridays at the discretion of the program coordinator.) Your responses are time stamped, and anything posted outside of the three-day window **will not count** towards your participation requirements.
- Write a post in which you introduce yourself. The leaders should set aside a box in the group specifically for this purpose.
- Respond to the questions of the leaders and comments provided by your peers at least three times in different posts (not including the introductory post).
- Provide at least 500 words of discussion (not including the introductory post).
- Keep your discussion relevant and on topic. **The Wiki forums exist solely for the purpose of the reading group. If you use the space for other purposes, you will be asked not to participate in online groups again.**

Leading a Reading Group

SIGNING UP TO LEAD

When you are ready to lead a reading group, choose one from the list at the PFF website (or the schedule on Blackboard) and email the program coordinator with your selection. If a spot is available, the program coordinator will add your name to the reading group schedule. Leadership spots are assigned on a first-come, first-served basis. When necessary, however, the program coordinator gives priority to graduating students. The reading group schedule on Blackboard shows whether other students have signed up to lead. As soon as the schedule for the semester becomes available, you may email the program coordinator to reserve a leadership spot.

REQUIREMENTS FOR LEADING A LIVE READING GROUP

If you are the leader of a live group, it is imperative that you arrive on time and are prepared to lead discussion. The group cannot start until you get there. You should have several questions prepared for the discussion, because your job is to moderate the conversation. Furthermore, if you are leading with a second leader, then the two of you must collaborate. Therefore, if you know you will be late or unable to attend the group, you must notify the other leader and program coordinator immediately.

The two leaders should work together with the following goals:
- You have a communication plan in the event of an emergency.
- You are not running into one another because you prepared the same questions.
- You have a plan for leading the group conversation.

The participants who registered for your group are counting on you to lead. **Any failure on your part to see your leadership responsibilities through from beginning to end will mean that you failed to satisfy this part of your reading group requirements, and you will be obligated to lead again.**

REQUIREMENTS FOR LEADING AN ONLINE READING GROUP

Leading an online reading group requires you to be available for more time than leading a live group. You must check in periodically throughout the three-day window of the group, and you must post questions to the Wikispace **before** the group begins. Simply loading questions into the space at the beginning of the group does not satisfy the leadership requirement. You are still responsible for monitoring and facilitating discussion. You will receive an email from the program coordinator the week before the group containing everything you need to access the group and set up questions. **You must have at least three questions posted to the space by no later than 8 a.m. on the morning of the first day of the group. This is nonnegotiable.** If you do not post enough questions, then students who need to participate during the first few hours of the group will be unable to complete the participation requirements.

Furthermore, if you are leading with a second leader, then the two of you must collaborate. Therefore, if you know you will be late or unable to attend the group, you must notify the other leader and program coordinator immediately.

The two leaders should work together with the following goals:
- You have a communication plan in the event of an emergency.
- You are not running into one another because you prepared the same questions.
- You have a plan for leading the group conversation.

The participants who registered for your group are counting on you to lead. **Any failure on your part to see your leadership responsibilities through from beginning to end will mean that you failed to satisfy this part of your reading group requirements, and you will be obligated to lead again. Moreover, any failure on your part to lead an online group will disqualify you from leading an online group again, which means you will be required to lead a live group.**

6. MENTORING

The Mentoring Experience: What It Is

In the mentoring experience, students establish a relationship with a faculty member from the University of Cincinnati or another Cincinnati-area institution of higher education. The student and mentor plan for and spend 40 hours of time together, during which the mentor may evaluate the student's teaching or otherwise broaden the student's knowledge of the academic career. The program offers students two types of experiences: one is for students newer to teaching and one is for experienced students. Mentoring is a capstone-level experience, and it provides the student with a critical opportunity to grow that is specifically tailored to the student's professional development interests and needs.

Mentoring Experience Options

STANDARD MENTORING EXPERIENCES

Standard experiences have components that are required as part of the hours. Standard experiences give less-experienced students the opportunity to teach a class and get critical, constructive evaluation from their mentors.

NONSTANDARD MENTORING EXPERIENCES

Students must qualify for a nonstandard experience. These experiences are reserved for students who already have considerable teaching experience (for example, ten undergraduate classes in which the PFF student was primarily responsible for teaching and assessment). Students who pursue nonstandard experiences are also held to a higher standard in their mentoring agreement contracts—they have more freedom in planning their hours, but they must meet with the program coordinator and the director of PFF to direct their plans.

Planning for a Mentoring Experience

Planning the mentoring experience contract requires more brainstorming and independent planning than any of the other PFF requirements. Dr. Yonatan Eyal, the director of graduate studies for the Graduate School and the director of PFF, is an excellent source of advice for this process. He welcomes any opportunity to meet PFF students and is happy to help you brainstorm. Dr. Eyal is available at eyaly@ucmail.uc.edu.

ENROLLING AS A PREREQUISITE OF MENTORING

The mentoring experience functions as the capstone-level part of the PFF experience. Hours of planning are needed to successfully prepare a mentoring experience, and mentors are expected to provide structured, high-quality guidance. In recognition of their service to PFF students, PFF mentors are paid a small honorarium. Therefore, PFF reserves the mentoring experience only for those students who are formally enrolled in the program and actively seeking the certificate. You may not begin mentoring unless you have matriculated as a PFF student.

TEACHING EFFECTIVENESS AS A PREREQUISITE OF MENTORING

You must take and pass Teaching Effectiveness before beginning the 40 hours of the mentoring experience. This course will give you time to plan an excellent mentoring agreement under the guidance of your Teaching Effectiveness professor. This course trains students in effective teaching methods, so it provides an excellent base for those with less teaching experience. Students engaged in standard mentoring experiences will teach multiple one of their mentor's classes, and Teaching Effectiveness offers preparation for that piece of the experience. Furthermore, you will carefully develop a contract with your mentor before the mentoring hours begin, and that document (the mentoring agreement contract) will be part of the portfolio of assignments submitted for evaluation in Teaching Effectiveness.

If you believe you are under special circumstances that should permit you to engage in the PFF mentoring experience before you take and pass Teaching Effectiveness, you may submit a request to Dr. Yonatan Eyal. He will determine if your situation merits the flexibility of completing the two experiences out of the prescribed order. Please be aware that your request must include a convincing reason for wanting to start mentoring first. Students who simply do not want to wait until they have passed Teaching Effectiveness will not be granted this permission.

Choosing a Mentor

If you already have a possible mentor in mind, then PFF recommends starting a conversation with him or her about the mentoring experience and finding out if that person will be available when you hope to engage in the 40 hours. If you do not have anyone in mind, let the program coordinator know. Your choice of mentor defines part of the experience, and the choice should reflect your professional plans and professional development needs. You should consider your academic field of expertise, the type of institution at which you would like to work when you graduate and the unique teaching talents, experience and wisdom a mentor can offer you. PFF can help you find a mentor, but that process can take a few weeks (especially during the summer). If you need assistance in locating a mentor, PFF is happy to help you. Just be aware that the process can be lengthy and plan accordingly.

WHO QUALIFIES TO BE A MENTOR
You should start locating a mentor before or during Teaching Effectiveness **but before you write the contract**, which you must draft in collaboration with your mentor. PFF mentors are usually faculty from the UC main or branch campuses, Xavier, NKU or MSJU. You may also select a mentor from another local area institution of higher education, but you must discuss it first with the program coordinator before submitting your mentoring agreement contract.

A NOTE ON YOUR ACADEMIC ADVISOR
As of spring semester 2016, you may not select your academic advisor to serve as your mentor. This policy is nonnegotiable. The mentoring experience is a critical opportunity for you to build connections for your professional future. It is important that you step outside of your normal routines during the mentoring and engage in new experiences. This will broaden your awareness and experience with the profession of college teaching and increase your professional networks.

Required Paperwork

MENTORING AGREEMENT CONTRACT
Please note that the PFF Program Coordinator must approve of the mentoring agreement contract before your 40 hours may begin. This requirement is in addition to submitting the form as a part of the Teaching Effectiveness class and is nonnegotiable. **Any explanation that you did not realize that the program must approve of your contract before you begin will not excuse you or allow any hours that you have done to count towards the required forty.**

REFLECTIVE ESSAY
The **first part of the essay** should give a brief breakdown of how you actually spent the hours of your mentoring experience. Your description will likely be something of a departure from what you described in your mentoring agreement. Some tasks may have gone more quickly or taken longer than you anticipated. You may not have reached everything on your list of planned activities, or some unanticipated experiences may have arisen. The first piece does not need to exceed a double-spaced page, unless you'd like more space to elaborate, and the discussion should clearly indicate how each of the 40 hours transpired. This part does not need to offer an explanation for why things happened the way that they did.

The **second part of the essay** should be at least three double-spaced pages. Here, you should reflect on why things happened the way that they did, The PFF guidelines state that you should write about the differences between the plan (goals) and what actually happened (realities). You should also describe what

you learned from the mentoring experience (anything unexpected, profound, exciting, disappointing, interesting etc.). The second part should finish with a discussion of your recommendations to future students in the program.

The **journal** you developed throughout the duration of your mentoring experience should be separate from your final report. This journal is meant to help you track the experience so that reflecting on it in this essay is not an overly burdensome task. Your commentary in the journal will make for wonderful contributions and provide you with good insight as you develop a solid version of your essay.

STATEMENT OF COMPLETION
The mentor must submit a signed and dated Statement of Completion upon the conclusion of the experience. The document is available for download at http://grad.uc.edu/student-life/grow/pff/mentorship.html. The Statement of Completion is the mentor's confirmation that you engaged in all 40 hours of the experience, and it must therefore be submitted for you to successfully complete mentoring and qualify to graduate. Furthermore, mentors must submit the Statement of Completion to receive the honorarium.

MENTOR EVALUATION
The mentor must also submit a Mentor Evaluation form, which is available for download at the same page: http://grad.uc.edu/student-life/grow/pff/mentorship.html. This form is your mentor's assessment of your growth and progress throughout the experience. You may ask either your mentor or the program coordinator for a copy upon the completion of your mentoring experience. Like the Statement of Completion, the mentor must submit the Mentor Evaluation form for you to qualify to graduate and to receive his or her honorarium.

PERSONAL SERVICES CONTRACT/STATUS QUESTIONNAIRE
Mentors from other institutions (or who are not paid through UC payroll) must fill out separate paperwork in addition to the Mentor Evaluation form and the Statement of Completion. The Personal Services Contract and the Status Questionnaire enable the University of Cincinnati to pay these mentors.

This paperwork is partially prepopulated when the mentor receives it. Other details on the form must be filled out completely for the University of Cincinnati to use it. Missing Social Security Numbers or birthdates will make the paperwork unusable.

This paperwork will not be sent to the mentor until the program coordinator receives the Mentor Evaluation form and the Statement of Completion from the mentor. If the mentor has paperwork from previous mentoring experiences and sends it to the program coordinator for the new period of service, it will still not be processed until the new Mentor Evaluation and Statement of Completion are received.

PAPERWORK DUE DATES
The latest possible date students may submit paperwork for the mentoring experience is the Wednesday after their intended graduation. Please keep in mind that any submitted paperwork must be admissible to meet the mentoring experience requirements. Essays that fail to address the required topics, are insufficient in length or are rife with mechanical errors will not be admissible. If you fail to submit an admissible essay by the Wednesday after your graduation date, you will not graduate from PFF and it will not appear on your transcript.

7. PLANNING AND TRACKING YOUR PROGRESS

Progress Checklist
You can greatly smooth your progress through the program by keeping a running list of your achievements. A checklist is available at the PFF website (http://grad.uc.edu/student-life/grow/pff/resources.html) and online at the Blackboard group under the "Resources" tab. While the Program Coordinator will keep a record of your achievements as you progress through the program, you should keep track of your progress yourself using the list. This approach will help you stay organized and fully aware of your obligations. You and the program coordinator will also be able to resolve any discrepancies between the program records and your own progress list more quickly if you can point to specific achievements (the names and dates of reading groups and workshops, for instance). The program coordinator will do his or her absolute best to keep current records of your achievements, but you should keep a list of your accomplishments as well—you are the one pursuing a certificate, after all.

The Academic Calendar
You should also stay mindful of the academic calendar during your PFF experience. Please remember this information as you plan your experience:
- Teaching Effectiveness is offered every fall but is not always offered in the spring.
- Academic Job Search is only offered in the spring.
- Reading groups take place in the fall and spring terms.
- Reading groups only take place over the summer if the entire PFF study body expresses sufficient interest.
    - Summer groups are set up through online wiki forums.
    - At most, there will be two reading groups each summer.
- Workshops take place in the fall and spring terms.
- There are summer workshops, but there are far fewer to choose from, so you should plan to attend programs in the fall and spring.
- Mentoring does not have to be confined within the boundaries of a single semester.
- Mentoring may begin in the middle of a term.

8. GRADUATION AND CERTIFICATION

Applying to Graduate

You must apply to graduate for PFF to certify you. You can access the application from the same portal used to apply for graduation from a degree program: https://gradapps.uc.edu/roadmapint/default.aspx. When you access the link and log in with your 6+2, you should see each of the programs in which you are formally enrolled and be able to apply for graduation from each program. If you miss the graduation application deadline, the earliest you will be able to apply to graduate is the next semester.

When should I apply to graduate? You should apply to graduate early in the term you intend to finish or sometime before that term. The graduation application deadline for each semester is approximately one month into the term. The program coordinator will send out reminders each term about applying to graduate.

Can I apply to graduate from Preparing Future Faculty in the same semester in which I enrolled? Yes. You may enroll in and graduate from this certificate program in the same semester. This is often not the case for other programs.

Is there a fee to apply to graduate? No. The application to graduate from certificate programs is also shorter than applications from larger degree programs. Therefore, if you are close to graduating but unsure if you will finish everything on time, you should still apply to graduate. That way, if you do finish everything, you will be eligible for graduation.

I applied to graduate last semester but I did not finish everything, or I decided to postpone graduation to this semester. Do I need to apply to graduate again? Yes. Your application to graduate does not roll over into the new term.

Am I required to graduate from PFF in the same term I graduate from a degree program? No.

Annual PFF Luncheon

Every year, Preparing Future Faculty hosts a luncheon in late March or early April to celebrate the achievements of all graduating students who have finished or are scheduled to finish PFF within that academic year. Students and their mentors are invited to attend, as are key Preparing Future Faculty contributors like the program coordinator, the program director, key Graduate School staff, the professors who teach the courses and friends of the program. Mentors and students are invited to speak about their experiences if they wish, and certificates are passed out to the students. The event typically lasts for 90 minutes and often takes place at the Faculty Club in the Lindner Athletic Center. The program coordinator will contact you with more details in the spring of the year you are graduating. Please be sure to keep the program coordinator in the loop on your graduation plans so that he or she is sure to send you event details and an invitation.

Certificate

Upon completion of the program, students will receive certificates in University of Cincinnati degree holders. The program coordinator will email you near the end of your PFF experience to ask how you would like your name to appear on the certificate. Please note that the certificate is not official; it is merely commemorative. If you are required in the future to provide official evidence of your certification, you will need to provide the record that appears on your final transcripts. If you are not able to attend the luncheon, you may arrange to pick up your certificate at the Office of the Graduate School (110 Van Wormer Hall).

9. RESOURCES

- Canopy (for Blackboard): http://canopy.uc.edu
- Catalyst: http://catalyst.uc.edu
- Faculty Development OneStop: http://www.uc.edu/facdev/home.aspx
- Guidelines for Leading a PFF Reading Group:
- http://grad.uc.edu/content/dam/grad/docs/student-life/pffdocuments/Guidelines%20for%20Leading%20Discussion%20Groups.pdf
- Mentoring Agreement Contract: http://grad.uc.edu/student-life/grow/pff/mentorship.html
- Mentor Evaluation: http://grad.uc.edu/student-life/grow/pff/mentorship.html
- PFF Program Manual: http://grad.uc.edu/student-life/grow/pff/resources.html
- PFF Progress Checklist: http://grad.uc.edu/content/dam/grad/docs/student-life/pffdocuments/PFF%20Certification%20Checklist.pdf
- PFF Website: http://grad.uc.edu/pff
- Statement of Completion: http://grad.uc.edu/student-life/grow/pff/mentorship.html
- Wikispaces: http://www.wikispaces.com