

# PREPARING FUTURE FACULTY (PFF) PROGRAM Old Dominion University Annual Report for AY 2013/14

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## PROGRAM OVERVIEW

It is the mission of the Preparing Future Faculty (PFF) Program at Old Dominion University (ODU) to introduce graduate students and post-doctoral fellows to the diverse roles, the responsibilities, and the rewards of an academic career. In doing so it focuses particularly on the teaching and service roles sometimes not included in doctoral training. Fundamental research skills, such as grant writing, publishing, and academic job searching, are also addressed.

The PFF program offers a 'Preparing Future Faculty Certificate' to graduate students who document completion of specific activities related to preparing for an academic career. Any ODU and NSU degree-seeking graduate student is eligible for the Certificate. ODU adjunct and post-doctoral students are also eligible. For graduate students, completion of the Preparing Future Faculty Certificate is noted on their academic transcript. All Certificate awardees receive paper certificates. The Preparing Future Faculty Certificate is administered by the PFF Steering Committee Chair with assistance from a graduate research assistant.

Requirements for the Preparing Future Faculty Certificate include the completion of a mentored teaching-related experience and participation in at least five academic career-related events. These events include a combination of PFF events and non-PFF events. Three of the five events must be PFF events. PFF events are offered directly by the PFF Program and cover topics such as grant writing, classroom management, ethics, the academic job search, and student assessment. Recently the PFF Program added an online component to its event delivery to allow students to attend and participate in all events via Adobe Connect. PFF events are open university-wide to ODU and Norfolk State University (NSU) graduate students and faculty.

Approved non-PFF events are offered by other departments and organizations on campus, allowing the PFF Program to leverage additional resources on campus while ensuring that graduate students receive needed training not covered within their academic programs. These non-PFF events include workshops and training programs offered by the Center for Learning and Teaching (CLT), the Office of Research, the Graduate Teaching Assistant Institute, and the Graduate Student Organization.

## **PFF Steering Committee**

The PFF Program at ODU is governed by the PFF Steering Committee. The Steering Committee includes faculty and student representatives from all 6 colleges, the Career Management Center, and CLT (see Appendix A for the list of PFF Steering Committee members for AY 2013/14). Representatives from Norfolk State University also serve on the PFF Steering Committee. Nine graduate students are on the PFF Steering Committee, ensuring that the student perspective is represented.

The Steering Committee meets 3-4 times each semester to discuss the PFF program, events and programming, and the PFF Certificate. The Steering Committee is led by the Steering Committee Chair. Dr. Wie Yusuf became the Chair of the PFF Steering Committee in July 2013, replacing Dr. Elaine Justice who had served as Chair since 2004. The Steering Committee would like to thank Dr. Justice for her excellent leadership and continued commitment to the PFF program.

## **Budget**

The PFF program is allocated \$15,000 annually from the Office of Academic Affairs. These funds are used for graduate student support, adjunct costs for a one course release for the Steering Committee Chair, and a summer stipend for the PFF Steering Committee Chair. PFF funds are also used for the expenses of PFF programming, which includes, on-line course/program development, food and supplies.

## PROGRAMMING FOR 2013/14 AND MAJOR ACCOMPLISHMENTS

In the academic year, 2013/14, the Steering Committee focused on expanding the PFF Program at ODU to better engage non-traditional graduate students, such as part-time students and students taking courses at a distance. This included several key tasks, including:

1. Creating a sub-committee to investigate opportunities for engaging distance, on-line and part-time students.

The sub-committee was tasked with making recommendations for engaging distance, on-line and part-time graduate students. Membership was comprised of a representative from the CLT, a traditional graduate student, a distance graduate student, and two faculty members. Several of the Committee's recommendations were adopted in 2013/14, including making PFF events available on-line in 'live' synchronous format via Adobe Connect and as recordings available on the web; and conducting a student survey. Other recommendations are scheduled for discussion in the 2014/15 academic year. A summary of the sub-committee's report is included as Appendix B.

2. Providing PFF events simultaneously live and on-line via Adobe Connect.

Beginning Fall 2013, access to PFF events was extended to those students unable to attend events on campus. While still available as a live event (on Fridays from noon to 2pm in the Webb Center), the event was also made available on-line. Students could participate in the event on-line in 'live' synchronous format via an Adobe Connect meeting room. The Adobe Connect meeting was also recorded and the recording was made available for asynchronous viewing on the web. These are designed to make PFF events more accessible to a wider range of students.

3. Revising Preparing Future Faculty Certificate requirements to provide more options for part-time and distance students.

In October 2013, the PFF Steering Committee revised the Preparing Future Faculty Certificate requirements, focusing on the approved non-PFF events that count towards the Certificate. The intent of the revision was two-fold: (a) to clarify and better specify the non-PFF events that are approved to meet Certificate requirements, and (b) ensure that the list includes approved non-PFF events that are accessible to part-time and distance graduate students. The revised requirements are included as Appendix C.

4. Conducting survey of graduate students to identify how PFF can better address students' professional development needs.

The PFF Steering Committee designed a web survey to obtain information about ODU graduate students' professional development needs and to identify how the PFF Program can

meet these needs. This survey was deployed in April 2014 to all ODU graduate students. Survey results will be analyzed and discussed by the Steering Committee in Fall 2014.

5. Developing an on-line professional development course for graduate students.  
Drs. Wie Yusuf and David Chapman received a Faculty Innovator Grant from the CLT to develop a one-credit hour on-line professional development course for graduate students. Dr. Shelley Rodrigo received a grant from the Faculty Senate Development Fund to contribute to the course. This course, GRAD 700: Professional Development, will be developed in Summer 2014, pilot-tested in Fall 2014, and offered to student in Spring 2015. This course is open to all graduate students. It will also count as two non-PFF events for meeting the Preparing Future Faculty Certificate requirements. Additional course information is provided in Appendix D.

## PFF Events

Two events were offered in each of the Fall 2013 and Spring 2014 semesters. Details of these events are provided below:

1. Classroom Management – September 20, 2013  
Sometimes teachers must make decisions beyond what to teach and how best to teach it. Many beginning teachers raise questions about how to manage the dynamics of the classroom: What do I do if a student causes a disruption? How can I keep control of the class? What techniques can I use to ensure students stay on task? But classroom management means more than just maintaining control over the class. It is about being able to keep students constructively involved in the process of learning, and establishing an environment that allows them to learn and participate freely. In this event, faculty panelists shared their experiences, strategies, and tips for effective classroom management.  
Panelists:  
Dr. Joyce Armstrong, Center for Learning and Teaching  
Dr. Shelley Rodrigo, College of Arts and Letters  
Dr. Charles Sukenik, College of Sciences  
Dr. Jeffrey Toussaint, College of Arts and Letters
2. Making it Through the Homestretch – November 18, 2013  
This event focused on student success in the home stretch period following completion of coursework while students work on the final stages of degree completion. Many students struggle with managing this part of the graduate education process where they need to be self-disciplined and self-reliant while studying for comprehensive exams or working on the thesis or dissertation. Many students also struggle with defining and establishing their

relationship with their faculty advisors. Stress, anxiety and uncertainty are also key challenges during this stage of the process. In addition, absent the formal course structure, some students face difficulties with time management. This event focused on addressing these and other issues. Panelists offered strategies for effectively succeeding in the home stretch and going the last mile.

Panelists:

Dr. Rick McKenzie, College of Engineering & 2013 Doctoral Mentor Award Recipient

Dr. Lindsay Usher, College of Education

Lauren Browning, PhD candidate, College of Sciences

Amana Katora, MFA graduate student, College of Arts and Letters

3. Strategies for Success in the Academic Job Search – February 21, 2014

This event focused on successfully navigating the academic job search process. The emphasis was on helping students understand the academic job search process and providing advice, tips, and strategies for succeeding. This workshop included presentations on the academic job search process, the search committee perspective, effective use of technology, and tips and strategies for success.

Presenters:

Dr. Robert Wojtowicz, College of Arts and Letters

Dr. Richard Landers, College of Sciences

Dr. Katrina Stevens, College of Business and Public Administration

4. Thinking about Careers: Reflections from the Field – March 28, 2014

This interactive event introduced students to different career paths within and outside academia, beyond the traditional tenure-track. It included a panel discussion about different career options and factors to consider in deciding on a career path; small group discussions with panelists, structured a la 'speed networking;' and the opportunity to discuss with and ask questions of panelists in a small group setting.

Panelists:

Dr. Abby Braitman – post-doctoral opportunities

Dr. Emily Eddins – student services

Dr. Elif Guler – instructor/non-tenure track teaching

Dr. Brian Payne – tenure-track and administration

Dr. Shelley Rodrigo – community colleges

Dr. Tancy Vandecar-Burdin – survey/research center, grantwriting

This event was offered in conjunction with the National Association of Graduate Professional Students Southeast Regional Conference.

## Attendance

All PFF events were available live, in Webb Center and on-line via Adobe Connect. Attendance at these events was about on par with previous years. See Table 1 (below) for a summary of event attendance and evaluations. Participant evaluations for these events indicate that students are satisfied with the quality of the events. The evaluations are consistently high for both live and on-line participants. This attendance and evaluation data are encouraging for continuing to offer PFF events on-line.

Table 1. Attendance at and Evaluation of PFF Events

Event and Date	Live Attendance	On-line Attendance	Total Attendance	Avg Evaluation (Live)	Avg Evaluation (On-line)
Classroom Management	37	8	45	4.7	4.7
Making it Through the Home Stretch	29	13	42	4.4	4.1
Strategies for Success in the Academic Job Search	28	10	38	4.2	4.1
Thinking about Careers: Reflections from the Field	55	8	63	4.0	4.4

## PFF Certificates

At the beginning of the 2013/14 academic year, 44 Preparing Future Faculty Certificates had been awarded. Table 2 (below) summarizes Certificate awards since AY 2007/08 and shows the distribution by colleges. AY 2013/14 was a record year for the number of Preparing Future Faculty Certificates awarded. In Fall 2013, 6 Certificates were awarded and in Spring 2014, 13 Certificates were awarded. Eight of these students completed the Certificate by participating in at least one PFF event on-line.

Table 2. Preparing Future Faculty Certificates Awarded

Academic Year	Arts & Letters	Business & Public Administration	Engineering and Technology	Health Sciences	Sciences	Education	Total
2013/14	8	4	1	3	3	0	19
2012/13	6	1	1	3	2	2	15
2011/12	1	0	0	0	1	3	5
2010/11	0	0	0	0	6	1	7
2009/10	0	2	1	0	3	3	9
2008/09	2	0	0	0	2	0	4
2007/08	1	1	0	0	1	1	4

## LOOKING AHEAD TO ACADEMIC YEAR 2014/15

For AY 2014/15, the PFF Steering Committee will continue efforts to (a) engage non-traditional graduate students, and (b) improve the management of the Preparing Future Faculty Certificate program. The former will include review of results of the student survey (conducted in April 2014), the addition of asynchronous non-PFF events, and the development, pilot testing, and deployment of the on-line professional development course. More attention will also need to be spent on improving the on-line delivery of PFF programming, which includes training for faculty participants, investigating technology options, and dedicating resources for pre- and post- event activities such as event set-up and video editing.

The latter will include updating the application process for the PFF Certificate and introducing the use of ePortfolio as a tool to document completion of PFF Certificate requirements and showcase graduate student professional development. In Summer 2014, Dr. Wie Yusuf will be developing a marketing plan and marketing material for the PFF Program at ODU. The plan and material will be presented to the Steering Committee in Fall 2014 for review, discussion, and approval. As part of improving marketing, a major task will be to revise and update the PFF website. The PFF website has been converted to the new website format (<http://www.odu.edu/success/programs/pff>) but the content is dated and does not reflect changes made to the PFF Certificate and other PFF programming.

For AY 2014/15, PFF events will include one teaching and one research event each semester. The PFF events planned for 2014/15 are:

1. Ethics in Research and Collaboration – Sep 2014
2. Formative Assessment – Nov 2014
3. Ethical Dilemmas in Teaching – Feb 2015
4. Grantwriting (offered by the Office of Research) – Mar 2015

# APPENDICES

## Appendix A: PFF Steering Committee Members

Dr. Wie Yusuf, ODU, Urban Studies & Public Administration, PFF Chair  
Sawsan Abutabenjeh, ODU, Business & Public Administration (STUDENT)  
Dr. Joyce Armstrong, ODU, Center for Learning and Teaching  
Dr. Suely Black, Norfolk State University, Chemistry  
Dr. Abby Braitman, ODU , Psychology  
Salayne Escalante, ODU, Dental Hygiene (STUDENT)  
Lei Gu, Norfolk State University, Material Sciences (STUDENT)  
Rabia Hussain, Norfolk State University, Material Sciences (STUDENT)  
Luisa Igloria, ODU, MFA Creative Writing Program/English  
Yi Jian, ODU, Department of Finance (STUDENT)  
Alice Jones, ODU, Career Management Center  
Dr. Elaine Justice, ODU, Psychology  
Patricia Lutz, ODU, Chemistry (STUDENT)  
Erin Mills, ODU, Career Management Center  
Sarah Moseley, ODU, English (STUDENT)  
Dr. Christopher Osgood, ODU, Biological Sciences  
Sushil Paudyal, ODU, Biology (STUDENT)  
Dr. Cesar Pinto, ODU, Engineering Management & Systems Engineering  
Dr. Shelley Rodrigo, ODU, English  
Lindsey Upton, ODU, Sociology & Criminal Justice  
Dr. Bonnie Van Lunen, ODU, Athletic Training  
Dr. Barbara Winstead, ODU, Psychology  
Quincy Williams, Norfolk State University, Material Sciences (STUDENT)  
Dr. Robert Wojtowicz, ODU, Associate Dean, Arts & Letters



## Appendix B: Summary of Recommendations from the Sub-Committee on Engaging Distance, On-line and Part-time Students (November 2014)

Committee members: Dr. Chris Osgood, Dr. Shelley Rodrigo, Lindsey Upton (traditional graduate student), Salayne Escalante (distance graduate student), and Susan Boze (CLT representative)

### *Summary of Sub-Committee's Report*

The PFF program has started recording all live PFF sessions, that include an accompanying student engagement activity, but needs to take greater measures for posting the recordings on the web more promptly. The sub-committee has discussed creating 2 student surveys, one for distance students and one for part-time students. The sub-committee also suggested creating an online workspace or “basic training” space that is easily accessible and easy to edit, in addition to creating more “chat opportunities” via Adobe Connect or other media. Finally, the sub-committee suggested the Steering Committee come to a consensus on the option of providing formal PFF courses to be offered at the university.

### *Recommendations from the Sub-committee*

Ideas:

- Recording all presentations
  - We have started; now we need to get them posted more quickly
  - In addition to attending the PFF events, include a reflection prompt/activity for distance students to respond
- Develop contact list with information for all participants (and possibly alumni)
- Develop survey for current graduate distance students – two surveys: one for distance students; one for part-time students
- Online “basic training” and/or organization working space, possibly as a BlackBoard Organization
  - Easier to edit workspace
  - Various forms, information, etc. easily accessible online
  - Can add folks to the PFF listserv
- Adobe Connect, or other, “chat” opportunities
- Having formal PFF courses, as some other universities do, but the PFF Steering Committee needs to reach consensus on this topic

## Appendix C: PFF Certificate Requirements (updated Fall 2013)

To earn the PFF Certificate a student must 1) complete one semester-long, mentored teaching-related experience, and 2) attend at least five academic career related events, three of which must be PFF sponsored events. Please note that general lectures or talks hosted by the University do not fulfill the second requirement.

**The teaching-related experience must be a mentored experience lasting a minimum of one semester during which the student works with a faculty member to focus on teaching issues and processes.** The requirement may be met in the following ways:

1. Serving as a Teaching Assistant or Course Instructor (teaching a course or serving as a TA for a lecture, discussion group, or lab class). A written description of the teaching activities completed and signed by the mentor should be provided to document this experience.
2. Working under a teaching mentor for one semester (giving guest lectures, visiting classrooms at ODU and other institutions, and reading teaching-related literature). A written description of the activities completed and signed by the mentor should be provided to document this experience.
3. Completing a course on teaching in your discipline. The course should be related specifically to the process of teaching and not to specific content in the discipline. Pre-approval to count a course towards the PFF certificate should be obtained from the PFF Steering Committee Chair. A copy of your transcript indicating successful completion of the course should be provided to document this experience.

The PFF Steering Committee is aware that not all graduate students serve as GTAs involved in teaching. Students who want to complete the PFF certificate should identify a teaching mentor in their department who would be willing to work with them to complete the PFF certificate requirement. The PFF Steering Committee Chair may assist students in arranging a mentored teaching experience.

### **Required attendance at five academic career-related events can be fulfilled by the following:**

Required: Attend at least three PFF-sponsored events. Two PFF-sponsored events are offered each semester. You may use more than three PFF events to fulfill the requirement of five events. The remaining two events may be any of the following non-PFF workshops or activities. Completion of these events must be documented by obtaining the signature of the speaker or director of the event.

1. Attend the ODU Graduate Teaching Assistant Institute (open primarily to funded GTAs)
2. Complete the Certificate on College Teaching offered by the Virginia Tidewater Consortium for Higher Education.
3. Attend two of the "Provost's Conversations on Teaching and Learning" or "Connect

with Colleagues” events. Attendance at two of these events will count as one non-PFF related event for the PFF Certificate.

4. Attend workshops offered by the Office of Research (Grant Proposal Development, Developing Strategies for Successful Health and Biomedical Sciences Grant Submission, Community of Science Workshop, etc.)
5. Attend Faculty Development workshops offered by the Center for Learning and Teaching (CLT). Acceptable CLT workshops are: Turning Point Clickers in the Classroom: iPad series; Using Prezi For Your Courses; Leveraging Social Media to Enhance Your Courses; Designing and Implementing Assessment in Your Course; Engaging Students in Live Distance Learning Courses; Project-Based Learning.
6. Attend a professional workshop related to teaching in your discipline offered at professional conference or at ODU. Pre-approval to count an event towards the PFF certificate should be obtained from the PFF Steering Committee Chair.
7. Serve as a student representative on a departmental, college, or University committee. Pre-approval to count an event towards the PFF certificate should be obtained from the PFF Steering Committee Chair.
8. Complete a faculty development course offered by ODU’s PFF program (or an equivalent course offered by an accredited doctoral institution). Pre-approval to count a non-ODU faculty development course should be obtained from the PFF Steering Committee Chair. Completion of this course will count as two non-PFF events for the PFF certificate.

## Appendix D: GRAD 700 – Professional Development

1-credit hour

Pass/Fail

This course is a professional development course for graduate students that will better prepare them for success in graduate school and subsequently in their careers and the academy. It focuses on establishing a multidisciplinary community of scholars, and encouraging joint exploration of the academy and its expectations, socialization and networking, future career paths, and other relevant issues. Students will develop a professional portfolio to integrate learning, document progress along their professional development plan, and showcase their academic and professional achievements.