

Appendix I

Disciplinary Societies' Strategies to Sustain PFF Programs

Each disciplinary society participating in this project plans to build on their model cluster programs as they continue advocating for PFF in their discipline and encouraging the spread of such programs. They view PFF within a “larger vision of the profession” and among society programs that add value for even modest investment of resources. Societies thus will feature PFF—formally and prominently—in their national and regional meetings, websites and electronic discussion groups. They also will continue to disseminate publications and information about PFF and educate their members about the rationale and benefits of PFF programs and strategies for establishing them. Plans of each society for promoting faculty preparation programs are enumerated below.

The American Historical Association (AHA) has started “friends of PFF,” a professional network of faculty involved in PFF and others interested in it, to promote discussion and to assist others in starting programs. An AHA survey of educational programs of departments included questions relating to professional development of graduate students. The results will be widely discussed by historians in all kinds of institutions, providing ample opportunity to consider PFF and other improvements in history graduate education.

The American Psychological Association (APA), through its Office of Graduate Education and Training in its Education Directorate, has endorsed PFF. APA will seek ways to sustain existing PFF programs and to significantly increase their number, especially in those departments with strong records of recruiting and graduating minority students. They plan to integrate PFF programs into the disciplinary activities that focus on the scholarship of teaching and learning, with an emphasis on the engaged scholar with service to the community. A faculty workshop on starting a psychology department PFF program will be developed, field tested, and highlighted at various APA meetings.

The American Political Science Association (APSA) is concerned that prospective graduate students know little about the graduate programs to which they apply and that faculty candidates have little knowledge of departmental environments and the expectations for new faculty. To address these concerns, the APSA Committee on Education and Professional Development has developed a Rostering Program and a Registration Program. These programs are expected to make the programs of the department more transparent to prospective students and faculty.

Both the Rostering and the Registration programs pose questions to departments concerning their expectations for the preparation of new faculty and the support for teaching, research, and service. In addition, the Rostering Program includes questions on professional training components of the doctoral programs. Departments that elect to participate in the Rostering program agree to make their answers available to students applying to their program. The Registration program includes additional questions relating to professional development opportunities for newly appointed faculty. Faculty candidates are



encouraged to refer to both the Rostering and Registering information during the application process and when considering a job offer. Information about these programs and lists of signatory and participating departments are available at the following websites: <www.apsanet.org/about/chairs/rostering.cfm> (Rostering Program) and <www.apsanet.org/about/chairs/registration.cfm> (Registration Program).

The American Sociological Associations (ASA) has organized “friends of PFF” that includes both departments with phase four funding and those not selected for funding, as well as students and faculty from PFF phases one and two. The organization promotes communication among participants from all four phases of the PFF program. The Society’s *Guide to Graduate Departments in Sociology* (2002) lists departmental programs for preparing graduates for faculty positions as an effective way to encourage students to consider the value of such programs as PFF in selecting a graduate program.

ASA meetings include graduate program poster sessions, and prospective students increasingly ask whether departments have a PFF program. Such expressions of interest by prospective students encourage graduate programs to offer better faculty preparation.

The National Communication Association (NCA) authorized small matching grants to departments to develop model faculty preparation programs as early as 1996, before the funding for the fourth phase of PFF was available. The goal was to use small seed grants to leverage inter-institutional partnerships within the discipline to support better preparation of doctoral students for a variety of faculty positions. With the support of its Committee on Doctoral Education, NCA intends to continue promoting PFF. Successive

chairs of this committee have been national leaders of PFF and of strategies to effectively incorporate PFF within the graduate education programs of the discipline.

The executive director of NCA and the chair of its PFF leadership team have made site visits to all four of its clusters to meet with academic deans and provosts, and to help solidify the cluster as a model of best practice. These visits have secured institutional commitment of continued funding of the current PFF programs. The four NCA clusters intend to actively encourage the establishment of additional clusters and, once established, to serve in an advisory role to the new programs. With resources from NCA, these clusters will promote dialogue about PFF within their geographical regions.

The National Council of Teachers of English (NCTE) urges visitors to its website to join the “Friends of PFF listserv.” The Council intends to further develop PFF within each of its four constituent higher education groups—the Conference on Composition and Communication, the College Section, the Conference on English Education, and the Two-Year College English Association. For example, the Two-Year College English Association is developing guidelines for the preparation of community college English teachers, and all the NCTE higher education groups will advocate the inclusion of PFF concepts in all curricular areas of graduate English programs.



Appendix II

Faculty Leaders and Partner Institutions in PFF Phase Four

American Historical Association

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Partner Institutions: Arizona State University-East, Arizona State University-
West, Chandler Gilbert Community College, Grand Canyon University,
Phoenix College, Scottsdale Community College

Boston College

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Partner Institutions: Emmanuel College, Framingham State College,
Simmons College

Florida State University

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Partner Institutions: Bainbridge College, Florida A&M University, Rollins
College, Tallahassee Community College, Thomas College, Valdosta State
University

Howard University

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Partner Institutions: Bowie State University, The Catholic University of
America, Howard Community College, Marymount University

American Political Science Association

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Howard University

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Partner Institutions: Bowie State University, The Catholic University of
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George's Community College



Indiana University

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Partner Institutions: DePauw University, Indiana University-Purdue University

Fort Wayne, Indiana University-Purdue University Indianapolis, Wabash

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University of Colorado at Boulder

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Partner Institutions: Metro State University, San José State University,

Stanford University, University of Colorado-Denver, United States Air

Force Academy

University of Illinois at Chicago

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Partner Institutions: Chicago State University, City Colleges of Chicago

(Richard J. Daley College and Wilbur Wright College), Elmhurst College,

Illinois Wesleyan University, Joliet Junior College, Roosevelt University,

University of Illinois-Springfield, Western Illinois University, William

Rainey Harper College

American Psychological Association

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Miami University

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Partner Institutions: College of Mount Saint Joseph, Earlham College, Northern Kentucky University, Miami University-Hamilton, Miami University-Middletown

University of Colorado at Boulder

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Partner Institutions: Colorado College, Connecticut College, Yale University

University of Georgia

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Partner Institutions: Kennesaw State University, Morehouse College, Morehouse School of Medicine, North Georgia College and State University



University of New Hampshire

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Partner Institutions: Dartmouth College, Howard University, Keene State College, New Hampshire Community Technical College, St. Anselm College, University of New Hampshire-Manchester

American Sociological Association

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Indiana University

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Partner Institutions: Butler University, DePauw University, Marian College, Indiana University-Columbus, Indiana University-Purdue University Indianapolis, Indiana University-South Bend, Morehouse College

North Carolina State University

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Partner Institutions: College of Charleston, Elon University, North Carolina Central University, University of North Carolina-Greensboro, University of North Carolina-Wilmington

Texas A&M University

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University of Nebraska

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Partner Institutions: Alcorn State University, Grambling State University, Little Priest Tribal College, New Mexico Highlands University



National Communication Association

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Partner Institutions: Bowie State University, The Catholic University of
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Partner Institutions: Asbury College, Centre College, Coventry University (UK), Eastern Kentucky University, Georgetown College, Kentucky State University, Lexington Community College, Murray State University, Transylvania University, University for Peace (Costa Rica)

University of New Mexico

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Partner Institutions: Albuquerque Technical-Vocational Institute, Armand Hammer United World College, New Mexico State University, St. John's College, Southwestern Indian Polytechnic Institute, University of New Mexico-Gallup, University of New Mexico-Los Alamos, University of New Mexico-Valencia



National Council of Teachers of English

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Partner Institutions: The Catholic University of America, Howard Community College, Marymount University

Michigan Technological University

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Partner Institutions: Bay de Noc Community College, Finlandia University, Keweenaw Bay Ojibwa Community College, Northern Michigan University, Wayne State University

University of Illinois at Chicago

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Partner Institutions: Elmhurst College, North Central College, Purdue University-Calumet

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Partner Institutions: Hillsborough Community College, Polk Community
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Washington State University

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Partner Institutions: Northwest Indian College, Yakima Valley Community
College-Grandview Campus



Appendix III

University of Nebraska Mentoring Contract

As a PFF Mentee participating in PFF, I agree to:

- ▲ Attend a colloquium on conducting classroom research (August 20, 2000).
- ▲ Sign the mentoring agreement.
- ▲ Contact my mentor by September 30, 2000 to discuss preliminary plans for my capstone project.
- ▲ Consult with the faculty mentor to plan what will be taught in teaching opportunities and what will be the classroom research process.
- ▲ Develop an IRB proposal for evaluation of student outcomes from the capstone project (deadline for submission is November 15, 2000).
- ▲ When on the host campus, meet intensively with the faculty mentor to discuss the teaching and learning process and the faculty role.
- ▲ Work with my mentor to explore one service opportunity and two aspects of the faculty role while on the host campus.
- ▲ Meet with the mentor before and after each teaching opportunity to discuss lesson plans and teaching feedback.
- ▲ Discuss the co-authorship of a report/potential publication to identify potential mutual interests and determine appropriate authorship expectations.
- ▲ Draft a ten-page report on the capstone project and student learning outcomes to be presented at the UNL Preparing Future Faculty Conference in April 2001.

*PFF Mentoring Contract, Sociology Department, University of Nebraska, Lincoln
University of Nebraska, Lincoln. Preparing Future Faculty Mentoring. (Alcorn
State University, Grambling State University, New Mexico Highlands University,
Trially Controlled Community Colleges).*

As a Faculty mentor participating in PFF, I agree to:

- ▲ Read and consider the attached materials on mentoring.
- ▲ Complete a mentor questionnaire, and sign the mentoring agreement.
- ▲ Confer with the mentee on his/her proposed capstone project and collaborate on identifying appropriate teaching opportunities. Discuss whether co-authorship of a report/potential publication is of mutual interest and determine appropriate authorship expectations following ASA professional standards.
- ▲ Observe at least two of the capstone project sessions during the mentee's visit. Meet for an hour before each session to discuss the content and teaching techniques to be used and an hour after each session to provide constructive feedback and participate in the evaluation of a classroom research component.
- ▲ Work with my mentee to explore one service opportunity and two aspects of the faculty role while the mentee is on the host campus (see the attached list of potential options).
- ▲ Provide written feedback on the report of the capstone project (possible collaboration on a co-authored article).
- ▲ Attend the PFF Capstone Workshop in April 2001 to confer with other faculty members and PFF Fellows and hear Fellows' reports.
- ▲ Attend or designate an appropriate candidate to attend the 2001 Preparing Future Faculty National Conference in Colorado Springs, Colorado.

(All expenses for travel to Lincoln, NE and Colorado Springs conferences are covered by a grant from the American Sociological Association.)