The purpose of this report is to document the programs, activities, and services provided through the Preparing Future Leaders (PFL) initiative from July 1, 2007 – June 30, 2008. In the first year of the initiative, PFL met with a great deal of graduate student interest. Graduate students and postdocs who attended our programs noted that these programs filled a gap that their disciplinary training had left. In their first year, PFL events received high evaluations and generated positive publicity on the campus. PFL events drew attendees from all 10 colleges at NC State.

The Graduate School’s Vision

The Graduate School of the future will prepare career-ready students with a competitive edge through a new focus on professionally oriented training designed for the real world. We place motivated, talented scholars in a hands-on learning environment that emphasizes original research, scholarship, extension and engagement, real-world partnerships, teaching experiences, and mentoring by graduate faculty members. One of the primary ways the Graduate School addresses this vision is through the programs in the Preparing Future Leaders initiative.

Preparing Future Leaders (PFL) is the Graduate School’s premiere professional development initiative, comprising training and education in responsible conduct of research, professional development seminars, and programs that support teaching. By providing transferable skills, PFL helps prepare graduate students and postdocs to be competitive in the global market and readies them for fulfilling and successful professional lives after they earn their degrees. During FY2007-2008, PFL consisted of the Professional Development Seminars (PDS), the Responsible Conduct of Research (RCR) program, and the Preparing the Professoriate (PTP) program. During this year, the PFL team also coordinated with staff in the Faculty Center for Teaching and Learning to transition the Certificate of Accomplishment in Teaching (CoAT) program to the Graduate School in preparation for the Center’s transition to the Office of Faculty Development.

PFL Vision and Goals

- Promote and provide opportunities for students to learn transferable skills to make them more competitive in the global economy.
- Bring together people from many disciplines to discuss ethical issues society will confront.
- Establish partnerships with industry, government, and non-profits by applying education and research to address the needs of society.
- Support individual and collaborative teaching, mentoring, and internship experiences.
- Provide programs and resources to support professional excellence in teaching and learning.
The PFL Team

Dr. Rebeca Rufty, Associate Dean of the Graduate School, took over responsibility for the professional development of graduate students and postdocs on August 1, 2007. On August 13, 2007, Dr. Melissa Bostrom was hired as Director of Graduate Academic and Professional Development to coordinate the Preparing the Professoriate (PTP) program and begin the Professional Development Seminars (PDS) program, as well as to work with the Responsible Conduct of Research (RCR) program, in addition to other responsibilities. Ms. Aixa Morales-Díaz provided administrative support for the PFL programs. In January 2008, Mr. Prasad Satam was hired as the Graduate Services Assistant for PFL programs.

In January 2008, the Certificate of Accomplishment in Teaching (CoAT) program moved to the Graduate School, and on June 1, 2008, Dr. Barbi Honeycutt was hired as Director of Graduate Teaching Programs to coordinate the CoAT program.

The PFL Story

Under the leadership of Dean Terri Lomax, The Graduate School began a renewed focus on career-oriented skills training and the professional development of graduate students and postdocs at NC State. By centrally providing professional development in skills outside academic disciplines, The Graduate School could free departments to focus on disciplinary training. Associate Dean Rebeca Rufty took responsibility for directing this new initiative in August 2007, and the Professional Development Seminars (PDS) series offered its first event in October 2007. Also in August 2007, responsibility for coordinating the university’s graduate-level research ethics program transitioned to The Graduate School. Associate Dean Rufty also assumed direction for this program, newly renamed the Responsible Conduct of Research (RCR) program. Associate Dean Rufty maintained direction as the faculty member with oversight responsibility for the Preparing the Professoriate (PTP) program, which entered its 14th year.

The fall 2007 announcement of the move of the Certificate of Accomplishment in Teaching (CoAT) program from the Faculty Center for Teaching and Learning to The Graduate School inspired the integration of these programs into a unified initiative for the development of transferable skills for graduate students and postdocs, called Preparing Future Leaders. FY 2007-08 saw the development of an infrastructure to support the expanding PFL programs: the team members created a web presence, developed a dedicated registration system to handle event signup and provide data reporting, and hired their first Graduate Assistant to provide computer programming and administrative support, for example. The PFL team also coordinated all details of the move of the CoAT program to The Graduate School. In its first year, PFL delivered 52 events to 812 participants, as detailed below.

To provide improved support for postdoctoral scholars on the campus, the PFL team also laid the groundwork for the creation of an Office of Postdoctoral Affairs during FY 2007-08. The Office opened on August 1, 2008 with the hiring of Dr. Rhonda Sutton as Director.

The PFL Programs

During FY2007-2008, four programs comprised the PFL initiative: Professional Development Seminars (PDS) series, the Responsible Conduct of Research (RCR) program, the Preparing the Professoriate (PTP) program, and the Certificate of Accomplishment in Teaching (CoAT) program.

Professional Development Seminars (PDS) – Through PDS, we provide training in topics beyond disciplinary coursework, preparing participants for their future with transferable skills such as leadership, communication, and career development.
Responsible Conduct of Research (RCR) – In RCR, we prepare graduate students, postdoctoral scholars, and faculty to recognize ethical issues as they arise, reason correctly about these issues, formulate appropriate moral arguments, and behave in a morally responsible manner.

Preparing the Professoriate (PTP) – In PTP, we offer advanced doctoral students a preview of a career as a faculty member through a year-long mentoring experience with distinguished faculty recognized for their teaching excellence, complemented by a series of seminars focused on the professional life of a college teacher. PTP fellows are competitively selected from across the university and receive a stipend and a transcript notation.

Certificate of Accomplishment in Teaching (CoAT) – In the CoAT program, we provide training, support, and recognition to graduate students who teach at NC State University. Through critical reflection and application, participants are introduced to the fundamental components of pedagogy to enrich their personal growth and professional development in teaching and learning. Participants receive a certificate, transcript notation, and letter of recommendation.

Program Assessment

- Participation

In FY2007-2008, PFL consisted of Professional Development Seminars (PDS), Responsible Conduct of Research (RCR) program, the Preparing the Professoriate (PTP) program, and the Certificate of Accomplishment in Teaching (CoAT) program. The table below illustrates the overall number of events offered and the number of participants (including students and postdocs) during the first year of PFL:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Events</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDS</td>
<td>7</td>
<td>215</td>
</tr>
<tr>
<td>RCR</td>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>PTP</td>
<td>9</td>
<td>175</td>
</tr>
<tr>
<td>CoAT</td>
<td>31</td>
<td>327</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>812</strong></td>
</tr>
</tbody>
</table>

- Assessing Program Goals

PFL includes five goals to provide us with a vision and direction for decision-making. For program assessment purposes, each goal is listed below with a description explaining how the PFL programs worked to support each goal during the FY2007-2008:
Goal #1: Promote and provide opportunities for students to learn transferable skills to make them more competitive in the global economy.

Through the PDS series, we have offered a variety of seminars focused specifically on topics to help students and postdoctoral scholars learn transferable skills to make them more competitive in today’s economy. Seminars were offered in person. The topics are listed below:

**Offered 7 PDS seminars:**
- Can You Read Me Now? Effective Communication at Work, Dr. Melissa Bostrom (offered twice)
- Writing Federal Grant Proposals, Ms. Jaine Place
- Conflict Resolution, Dr. Rhonda Sutton
- Everything You Always Wanted to Know about Grant Processing but were Afraid to Ask, Mr. Matt Ronning
- Effective Leadership, Ms. Tierza Watts
- Leadership in the Private Sector, Mr. Lauch McElhaney

Goal #2: Bring together people from many disciplines to discuss ethical issues society will confront.

Through RCR events, we offered a variety of seminars focused specifically on topics to begin a dialogue about the responsible conduct of research on our campus. Seminars and workshops were offered in person. The topics are listed below:

**Offered 5 RCR seminars:**
- Copyright and Your Thesis or Dissertation, Ms. Peggy Hoon
- Plagiarism in the Classroom, Dr. Chris Anson
- Responsible Authorship and Peer Review, Dr. Jim Wilson
- When Good Professionals Go Bad, Dr. Paul Williams
- Social Justice and Social Responsibility, Dr. Tim Hatcher

The PFL team also worked to develop an online RCR course to serve the graduate student community during FY 2007-08.

Goal #3: Establish partnerships with industry, government, and non-profits by applying education and research to address the needs of society.

The PFL team members established connections with potential partners locally, across the state and across the nation during FY 2007-08. In spring 2008, the Professional Development Seminars series offered the event Leadership in the Private Sector, led by Lauch McElhaney, Channel Manager, Starbucks Foodservice. Mr. McElhaney, based in Seattle, Washington, was accompanied by two colleagues from Starbucks: Brian Morrell, of Orlando, Florida; and Marc Hubble, of Raleigh, North Carolina, who also presented portions of the seminar.
The Graduate School

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The PTP program provides advanced doctoral students opportunities to engage in formal teaching and mentoring experiences. During 2007-2008, 24 fellows selected through a university-wide competition participated in PTP, along with 24 faculty mentors. Participants represented 14 departments from six colleges.

The CoAT program does not require a formal mentoring experience. However, we provided individualized support for 20-30 CoAT participants throughout the year by providing assistance with teaching preparations, observing their teaching, and helping them with career planning.

The majority of PTP seminars were led by expert teachers from across the campus and the region; others were led by PFL staff. The seminar presenters included two PTP alumni, Dr. Karen Haley and Dr. Lauren Davis. The topics and speakers are listed below:

31 CoAT workshops:
- CoAT Orientation (offered 6 times)
- Core Workshop (offered 4 times)
- Active Learning in the Large Classroom
- Active Learning in the Small Classroom or Lab
- Advising as Teaching (in collaboration with Erin Robinson, OASIS)
- Cross Cultural Communication in the Classroom
- Engaging Students with Effective Questioning (offered twice in collaboration with Barbara Windom, Director of the Undergraduate Tutorial Center)
- Engaging Students with PowerPoint: Can it be done? (offered twice)
- Involving Students and Working in Small Groups (offered twice)
- Motivation in the Classroom
- Motivational Teaching Strategies for Your Classroom
- Portfolio Workgroup: Self paced workshop and discussions
- Preparing for Your Teaching Observation (offered twice)
- Preparing Measureable Objectives for Your Teaching
- Reading Group: Enhancing your teaching w/reading and discussion
- Teaching Non-Traditional Students
- Universal Design for Teaching and Learning
- Writing a Statement of Teaching Philosophy (offered twice)

The majority of PFL programs, we have offered a variety of seminars and workshops focused specifically on topics related to teaching effectiveness. Seminars and workshops were offered in person, online, and in hybrid formats. In some cases, we contact guest speakers to deliver seminar topics. In other cases, we facilitate, design, and deliver workshops ourselves. The majority of the CoAT workshops were designed and facilitated by PFL staff and staff of the Faculty Center for Teaching and Learning. The topics are listed below:

Goal #5: Provide programs and resources to support professional excellence in teaching and learning.

Through the PFL programs, we have offered a variety of seminars and workshops focused specifically on topics related to teaching effectiveness. Seminars and workshops were offered in person, online, and in hybrid formats. In some cases, we contact guest speakers to deliver seminar topics. In other cases, we facilitate, design, and deliver workshops ourselves. The majority of the CoAT workshops were designed and facilitated by PFL staff and staff of the Faculty Center for Teaching and Learning. The topics are listed below:

31 CoAT workshops:
- CoAT Orientation (offered 6 times)
- Core Workshop (offered 4 times)
- Active Learning in the Large Classroom
- Active Learning in the Small Classroom or Lab
- Advising as Teaching (in collaboration with Erin Robinson, OASIS)
- Cross Cultural Communication in the Classroom
- Engaging Students with Effective Questioning (offered twice in collaboration with Barbara Windom, Director of the Undergraduate Tutorial Center)
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- Motivation in the Classroom
- Motivational Teaching Strategies for Your Classroom
- Portfolio Workgroup: Self paced workshop and discussions
- Preparing for Your Teaching Observation (offered twice)
- Preparing Measureable Objectives for Your Teaching
- Reading Group: Enhancing your teaching w/reading and discussion
- Teaching Non-Traditional Students
- Universal Design for Teaching and Learning
- Writing a Statement of Teaching Philosophy (offered twice)
9 PTP seminars:
Orientation to the PTP Program
Conceptualizing Learning Outcomes: Designing Instruction, Dr. Michael Carter, Ms. Erin Robinson, Dr. Pamela Steinke
How to Motivate Students, Prof. Bryce Lane
Pedagogy and Technology, Dr. Diane Chapman, Mr. David Howard, Dr. Traci Temple
The Teaching Portfolio, Dr. Karen Haley
Rewards and Challenges of Faculty Careers, Dr. Lauren Davis (Assistant Professor, Industrial and Systems Engineering, NC A&T State University), Dr. Lee-Ann Jaykus, Ms. Caroline Scharlock (Department Head, Physical Science, Alamance Community College), Dr. Barbara Sherry, Dr. Bill Swallow, Dr. Tom Wentworth
Monitoring and Assessing Independent Study Students
Teaching Critical Thinking, Dr. Ed Neal (Director, UNC Center for Teaching and Learning)
Wrap-Up and Reflection