

WHAT FELLOWS SAY

“My PFF mentorship at the U.S. Air Force Academy was especially impressive.... Out of four interviews I received two job offers. During one phone conversation the dean mentioned that although I had not taught at a liberal arts college, he and the faculty members at the college had great confidence that I would be an excellent professor because of my experience with the GTP and PFF.”

“I truly enjoyed the faculty mentorship ...[which] has reinforced my expectation that a liberal arts environment is most suitable for my aspirations of integrating research and teaching. It was a pleasure spending time with faculty who are passionate about teaching and students who are interested in becoming better educated citizens.”

“Benefits from being a PFF Fellow cover a wide range of areas. Not only has the PFF program provided a clear picture of the responsibilities of a professor at a research institution like CU-Boulder, but it has also helped me to understand the divergent environments in institutions not focused as heavily on research.”

COPEFF NETWORK MEMBERS	
Arapahoe Community College	Stanford University
Colorado Christian University	United States Air Force Academy
Colorado School of Mines	CU-Boulder
Colorado State University	CU-Colorado Springs
Community College of Denver	CU-Denver and Health Sciences Center
Front Range Community College	University of Denver
Mesa State College	University of Liège, Belgium
Metro State College	University of Northern Colorado at Greeley
Red Rocks Community College	University of Wyoming
Regis University	Western State College
San Jose State University	Yale University
St. John Vianney Theological Seminary	

Graduate Teacher Program
 &
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**PROFESSIONAL DEVELOPMENT
 CERTIFICATE**

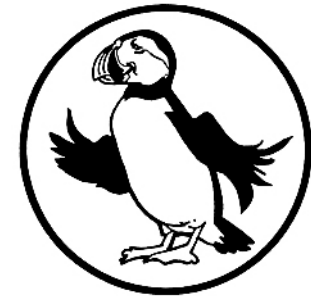
The GTP offers two Professional Development Certificates (PDC). The PDC/PFF is for graduate students pursuing an academic career track. The PDC/BGI (Business, Government, and Industry) certification is for individuals pursuing a nonacademic career track. The requirements for each are listed below.

PDC Requirements	
PDC/PFF	PDC/BGI
Mentorship Plan*#	Internship Plan
Curriculum Vitae*#	Resume
Site Visit	Site Visit
PFF Mentorship*# (120 - 150 hours)	Professional Internship (120 - 150 hours)
Teaching / Research Colloquium*#	Professional Presentation
Mentorship Evaluation*#	Internship Evaluation
Socratic Portfolio#	Professional Portfolio
10 GTP Professional Development Workshops+	10 Career Services Workshops+
10 GTP Teaching Workshops+	10 GTP Teaching Workshops+
On-Line Exit Survey	On-Line Exit Survey
*Lead Graduate Teacher position fulfills these requirements. #Provost’s Fellowship fulfills these requirements. +Workshops may count only once toward one certificate.	

Graduate School

**Graduate Teacher
 Program**

**Collaborative
 Preparing Future Faculty
 Network**



Colorado
 University of Colorado at Boulder

The Graduate Teacher Program is the proud recipient of the 2006 TIAA-CREF Theodore M. Hesburgh Award for Exceptional Faculty Development Programs. The GTP was also listed as a Best Practice by the Woodrow Wilson Foundation in 2005 and is a past winner of the National Association of Graduate & Professional Students' Program Award for Excellence in Professional Development. The Graduate Teacher Program (GTP) helps graduate students (TAs, RAs, GAs, GPTIs) and postdoctoral fellows prepare for academic and non-academic careers. Faculty, and staff are also welcome at GTP activities.

The Collaborative Preparing Future Faculty Network (COPFFN) (formerly the Colorado PFF Network) was developed by the Graduate Teacher Program through a series of national grants in collaboration with a network of universities and colleges. COPFFN's goal is to improve the preparation of graduate students for roles in postsecondary institutions across the nation through mentorships with faculty at partner institutions, collaborative projects, and the annual COPFFN Forum.

THE NATIONAL PFF INITIATIVE

The national Preparing Future Faculty Program was started in 1993, originally funded by the Pew Charitable Trusts and subsequently by the National Science Foundation and Atlantic Philanthropies. It was organized by the Council of Graduate Schools and the American Association of Colleges and Universities. In the words of PFF Co-Director Jerry Gaff, the initiative seeks to make "graduate preparation more consistent with the actual responsibilities of faculty members." To this end, the PFF project seeks to investigate the varying emphases placed on teaching, research, and service at a wide variety of postsecondary institutions. In 1997, the Graduate Teacher Program (GTP) won a PFF grant and CU-Boulder was selected to become one of the first fifteen universities to host PFF programs. Two additional phases of PFF were subsequently funded at the national level: Shaping the Preparation of Future Science and Mathematics Faculty in 1998 and Shaping the Preparation of Future Social Sciences and Humanities Faculty in 2000. CU-Boulder won additional grants in physics,

psychology, and political science, raising CU-Boulder's PFF grant total to four projects.

PREPARING FUTURE FACULTY

Anyone involved in PFF becomes part of an exciting national movement which is challenging, reevaluating, and changing the dynamics of professional development. A graduate student or postdoctoral fellow in good standing at any of the participating PFF institutions in Colorado and Wyoming may apply to be a fellow. Applicants hand in an application packet and are required to secure departmental mentor approval. Fellows have the opportunity to receive special job notices via the national PFF listserve, and to network with faculty, graduate students, and postdoctoral fellows from other institutions around the country.

MENTORSHIPS

The faculty-graduate student mentorship forms the core of the PFF experience. The mentor may advise the PFF fellow on the teaching, research, and service responsibilities at their institution and may assist the fellow in creating a teaching and learning philosophy. The mentor may take the fellow to campus meetings and help the fellow prepare for potential job interviews. In short, the mentor attempts to give the fellow a first-hand glimpse into what it's like to be a professional and offers tips on pursuing an academic career track. CU-Boulder has two types of faculty mentorships: unfunded and funded.

COPFFN FELLOWS

Within COPFFN, unfunded PFF mentorships with faculty on a partner campus and site visits to partner campuses are organized by the Assistant Director of the GTP. Participants receive the title COPFFN Fellows and may pursue the Professional Development Certificate for Preparing Future Faculty. COPFFN fellows learn by observation and shadowing activities. They may also assist their mentor through research, guest lecturing, grading, collaborating on projects, grant proposals, syllabus/project design, software development, by advising others on the career opportunities available in the discipline, and/or by presenting professional colloquia to an academic and/or professional audience.

PROVOST'S FELLOWS

Funded fellowships include the Provost's Fellows for the Libraries, where Provost's Fellows work closely with university library faculty, and the Provost's Fellows for Technology, where Provost's Fellows work with faculty mentors to improve courses through the introduction of technology.

Provost's Fellows may also pursue the PDC/PFF. Activities include attendance at the annual COPFFN Forum, and participation in relevant home department/campus activities such as courses in teaching at the postsecondary level, pedagogical and professional development workshop, and the development of a portfolio.

PREPARING FUTURE PROFESSIONALS

It's important to realize that the PFF program is also invaluable to graduate students and postdoctoral fellows wanting to pursue a career outside academia. Leaders in business, government, industry, and the nonprofit sector want to hire graduate students or postdoctoral fellows who have demonstrated higher level organizational skills and an investment in their own professional development.

Through an internship that parallels the COPFFN mentorship, graduate students and postdoctoral fellows also have the opportunity to develop and engage in collegial relationships with industry leaders and local businesses. Interns acquire leadership, communication, organizational, entrepreneurial, and interpersonal skills.

Additionally, the Graduate Teacher Program partners with Career Services to offer a nonacademic Professional Development Certificate for Business, Government, and Industry (PDC/BGI). Requirements include workshop attendance, completion of an internship plan, participation in an on- or off-campus internship arranged by Career Services, a presentation that is observed and evaluated by the internship mentor, completion of a professional portfolio and resume, and an exit survey.