**Methods**

- Searched all relevant literature about PFF programs, beginning with the implementation of the first PFF Program initiatives as sponsored by the AAC&U and CGS.
- Consulted four databases (ISI Web of Science, Engineering Index, ERIC—Education Resources Information Center, and Academic Search Complete) using a combination of search terms, including “preparing future faculty,” “engineering,” “faculty development,” “teacher education,” “faculty,” and “program effectiveness” for publications appearing from 1993 to present.
- Considered searches using Google and Google Scholar for those publications not included in our search engines or not submitted for peer review.
- Reviewed reference lists of work initially identified by our search. We included publications to broadly assess PFF programs, and analyzed initiatives not limited to science or engineering, or focused on diversity and inclusion.

**Findings**

- There is no obvious preference of intervention type based on program type. However, **Workshops** appear to be the go-to intervention for short-term program formats.
- Intervention focus is relatively consistent across program type. Yet, short-term programs will more-heavily focus on the development of teaching portfolios, research statements, networking, and navigating the academic job search. **Cluster programs** (C) will take advantage of partner affiliations and offer interventions heavily focused on mentoring and highlight the differences in the expectations of faculty at various institution types.

**Research Questions**

- What are the characteristics and components of PFF intervention programs?
- What are the commonalities and differences of PFF intervention programs?

**Intervention**

- **Formal Mentoring**
  - American Institute of Chemical Engineers (AIChE), University of Cincinnati, Graduate School (GS), Duke University, The Ohio State University, University of South Carolina, James Madison University

- **Formal Networking Experiences**
  - AIChE, Duke University

- **Formal Course (Credit received)**
  - University of Cincinnati, Arizona State University, Auburn University, Florida State University, Purdue University

- **Short Course or Seminar**
  - University of Maryland, Clark School of Engineering, University of Michigan, Center for Research on Learning and Teaching in Engineering (CRLT), Arizona State University, Auburn University, University of California Berkeley, Florida State University

- **Workshops**
  - University of Michigan, College of Engineering (NextProf Engin), University of Michigan, Literature Arts and Sciences (NextProf Science), University of Buffalo, State University of New York, University of Delaware, Department of Chemical and Biomolecular Engineering, Duke University, Arizona State University, Rensselaer Polytechnic Institute, University of California Merced, Florida State University

- **Reading and Writing Assignments**
  - Group participation including reflection submissions
  - Duke University, University of Michigan, CRLT, University of South Carolina

- **Teaching Practicum (structured teaching experience)**
  - University of Maryland, Clark School of Engineering, University of Cincinnati, CEAS, Rensselaer Polytechnic Institute

- **Research Mentoring Practicum**
  - University of Maryland