

2023

Student Program Manual

Preparing Future Faculty

University of Cincinnati

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1. WHO DOES THIS MANUAL APPLY TO?

Changes to the Program

The University of Cincinnati's Preparing Future Faculty program will be undergoing changes effective for students *not* matriculated into the Preparing Future Faculty program prior to the fall 2019 semester application deadline. *Students matriculated before the fall 2019 application deadline should [refer to the previous program manual for program details](#).* Although the structure is evolving, the central activities associated with PFF (reading groups, workshops, mentoring) are still available to PFF students.

Students Matriculated Prior to Fall 2019 Application Deadline (Graduate Certificate Program, Legacy Program)

Students matriculated to PFF prior to the fall 2019 deadline will adhere to the [previous program manual](#), available on the [PFF website](#) or by contacting the program coordinator. These students are enrolled in the PFF certificate program which functions as a graduate certificate program managed by the University of Cincinnati's Graduate College. Certification students are required to complete all certification requirements in order to receive certification on their transcript ("graduate" from the program). Students can review these requirements in the [previous program manual](#) or by reaching out to the program coordinator. At the completion of these requirements, certificate students will apply to graduate from the program and receive an official certificate which will be noted on student transcripts.

While the Graduate College is no longer accepting admissions into the graduate certificate program, students who have already matriculated into the graduate certificate program will still have the option to apply to "graduate" from the program in the years to come.

Students *Not* Matriculated Prior to Fall 2019 Application Deadline (Professional Development Program, "New" Program)

Students *not* matriculated prior to the fall 2019 application deadline will participate in the PFF program based on the new tiered structure. This "new" version of PFF is a professional development program managed by the Graduate College.

*PFF will no longer function as a graduate certificate program from this point onward, and program completion will **not** be noted on student transcripts. However, completion of the program will be recognized through a letter of recognition and a decorative certificate.* The updated tier system allows students to participate at the level to which they are able. More details about the tiered system and levels of participation can be found on the [PFF website](#), by contacting the program coordinator, or by referring to [the Tier Completion and Progression section](#).

How do I know which PFF Program I'm in?

We understand that having two versions of a program running simultaneously can be confusing!

You are in the Graduate Certificate program if:

- You applied, paid an application fee, *and accepted your offer of admission* via the [UC graduate student application for admissions system](#), <https://grad.catalyst.uc.edu/apply/>
- You can see the Preparing Future Faculty program listed as one of your programs in Catalyst
- You can see the Preparing Future Faculty program listed as one of your programs in the [application for graduation system](#)

You are in the Professional Development program if:

- You were accepted into PFF without paying an application fee
- You complete activity logs and earn activity points when you complete a PFF requirement
- You work towards completing a PFF tier

2. INTRODUCTION

Welcome, PFF Students! Program coordinators new and old have contributed to this road map for your PFF experience. In these pages, you will find everything from explanations of the certificate's core components to instructions for successfully completing the requirements to good old-fashioned advice on how to make the most of this experience for your professional future.

Let us begin by introducing you to Preparing Future Faculty, the national movement.

Preparing Future Faculty at the National Level

The Preparing Future Faculty (PFF) program is a national movement to transform the way aspiring faculty members are prepared for their careers. PFF programs provide doctoral students, as well as some master's and postdoctoral students, with opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies and different expectations for faculty.

The PFF initiative was launched in 1993 as a partnership between the [Council of Graduate Schools](#) (CGS) and [the Association of American Colleges and Universities](#) (AAC&U). During a decade of grant activity, from 1993–2003, PFF evolved into four distinct program phases, with support from [The Pew Charitable Trusts](#), the [National Science Foundation](#) and [The Atlantic Philanthropies](#). During this time, PFF programs were implemented at more than 45 doctoral degree-granting institutions and nearly [300 "partner" institutions](#) in the United States. While the grant periods have expired, the Council of Graduate Schools continues to provide administrative support to existing programs and to those wishing to develop new PFF programs.

Since the PFF initiative began, a number of institutions and programs have developed PFF programs without external funding. These programs incorporate many or all of the activities and components of grant-funded programs and have been significant contributors to the PFF community.

PFF programs have three core features.

First, PFF programs address the full scope of faculty [roles and responsibilities](#), which include teaching, research and service, emphasizing how the expectations for these responsibilities often differ in different campus settings.

Second, doctoral students participating in PFF programs have multiple mentors and receive reflective feedback not only for their research activities but also for their teaching and service activities.

Third, PFF programs meet both of these goals in the context of a [cluster of institutions](#), typically involving a doctoral degree-granting institution or department collaborating with various partner institutions or departments. The cluster might include, for example, a doctoral institution, a liberal arts college, a community college and a master's university. Within the cluster, the partners work together to provide experiences that will allow the participating graduate students to learn about the roles and responsibilities of faculty members at each institution. This may involve arranging for a teaching experience, working with a teaching mentor, observing faculty committees, learning about faculty governance and attending faculty development activities designed to address the special needs and interests of the students at another institution. The

cluster is an evolving paradigm. Some PFF programs have modified this paradigm to involve partnerships between multiple doctoral institutions or between an academic institution and partners in industry. Other programs have provided professional development opportunities at research universities for faculty at partner institutions in exchange for the benefits that doctoral students derive from partnerships between institutions.¹

Find more information about the national PFF movement here:

- <http://www.preparing-faculty.org/>
- <http://www.preparing-faculty.org/Brochure.pdf>

3. PREPARING FUTURE FACULTY AT THE UNIVERSITY OF CINCINNATI

The manifestation of Preparing Future Faculty as a professional development opportunity differs at each sponsoring institution. However, most programs offer a mentoring element. At the University of Cincinnati, Preparing Future Faculty functions as a participatory professional development program housed within the Graduate College. Preparing Future Faculty students will receive a signed letter of completion depending on their completed tier within the program. *Please note that students admitted after fall of 2019 will not receive official certification on their transcription from the program.*

Preparing Future Faculty Participation Tiers: An Overview

Students may participate to whatever degree best fits their schedules through the tiered system. Students receive “activity points” for each completed PFF activity. The sum of the activity points determines which tier a student is in or has completed. *All PFF students must apply to the program and complete the exit survey upon completion of their desired tier.* Below is a short summary of each tier and their requirements:

1. **Preparing Future Faculty Participant: Completes 15 activity points**
 - a. Participates in at least one PFF reading group
 - b. Attends at least one PFF-approved workshop
2. **Preparing Future Faculty Fellow: Completes 75 activity points**
 - a. Completes the PFF Participant tier
 - b. Participates in one PFF reading group (two cumulatively)
 - c. Attends one PFF-approved workshop (two cumulatively)
 - d. Takes and passes two required PFF courses:
 - i. Teaching Effectiveness
 - ii. The Academic Job Search
3. **Preparing Future Faculty Graduate: Completes 150 activity points**
 - a. Completes the PFF Fellow tier
 - b. Participates in one PFF reading group (three cumulatively)
 - c. Leads one additional reading group
 - d. Attends one PFF-approved workshop (three cumulatively)
 - e. Takes and passes two required PFF courses:
 - i. Teaching Effectiveness
 - ii. The Academic Job Search
 - f. Completes the mentoring experience

¹ The information in the “Preparing Future Faculty at the National Level” section of the manual was quoted straight from the National Preparing Future Faculty website, which is available at <http://www.preparing-faculty.org/>.

Overview of PFF Activities

Below are the central activities offered for PFF participants. To learn more about upcoming PFF activities, visit the [PFF website](#). In order for PFF students to receive activity points for participating in a PFF-related activity, they must complete and submit an activity log within thirty days of the event date. Completed activity logs can be sent to the program coordinator.

- **Reading Groups:** Students engage in group discussions centered on assigned literature for teaching-related topics. Previous reading groups have focused on classroom management, best practices, current issues in academia, resources for marginalized groups, work-life balancing for faculty members, and more. Approximately five reading groups are held in the fall and spring semesters. One group per semester is offered online. Find currently offered reading groups [on the PFF reading groups web page](#).
 - Participation in reading groups is worth five activity points per group.
 - Leading a reading group is worth ten activity points per group.
- **PFF-Approved Workshops & Coffee Hours:** Students actively participate in numerous teaching-related workshops held across campus. These workshops are typically hosted by [PFF](#) or [CET&L](#). Workshops must be approved for PFF credit by PFF staff prior to the student's attendance in order to count as activity points. [A list of upcoming PFF-approved workshops can be found on the PFF website](#) or on the PFF Canvas page.
 - Workshops that are a half-day long or less (1-4 hours) are worth five activity points.
 - Full-day workshops (4+ hours) are worth ten activity points.
 - PFF Coffee Hours: Each semester, PFF hosts a brief coffee-hour (approximately 30 minutes) which reviews a PFF-related topic. Upcoming coffee hours are included on the list of [PFF-approved workshops](#). Participation in a PFF coffee hour is worth five activity points.
- **Faculty Observation:** Students may fill out a faculty observation request in order to participate in a faculty observation at one of PFF's cluster institutions. These faculty observations are worth ten activity points.
- **PFF Courses:** Two courses are offered for PFF participants. Details on each of these courses is below:
 - Teaching Effectiveness: This course is offered in the fall and is a three-credit hour course. Taking and passing this course is worth twenty activity points.
 - Academic Job Search: This course is offered in the spring and is a two-credit hour course. Taking and passing this course is worth twenty activity points.
- **PFF Mentoring Experience:** Students may fill out [a mentoring experience request form](#) in order to begin the mentoring process. Mentorships occur at one of PFF's cluster institutions, unless an exception is granted, and take approximately 40-hours to complete (typically, completed over the course of one semester). The Teaching Effectiveness course must be taken before one can start the mentoring experience. In order to receive credit for the mentorship experience, students must complete all of the mentoring requirements. Completed mentorships are worth twenty activity points.

The Canvas Page

Whether you intend to enroll straight away or participate in program activities before you apply, be sure to email gradpff@uc.edu and request access to the Preparing Future Faculty Outlook Group and Canvas Page. The program coordinator uses Outlook and Canvas to share important information and announcements with students, as well as materials for reading groups. You do not have to be admitted to PFF to have access to the group, and you can be removed from the group at any point should you graduate, choose to withdraw, or decide not to apply.

4. APPLYING TO PFF

Candidates Eligible for the PFF Program

Any master's, doctoral or postdoctoral student may apply for the Preparing Future Faculty program. University employees and working professionals sometimes apply as well. Interested candidates must have earned at least a bachelor's degree to be admitted to the program. Traditionally, many of the program elements are offered on UC's West or Medical Campuses. With that being said, students will need some access to campus events. No fully online version of the program is currently offered.

How to Apply

Students interested in entering the PFF program apply by [submitting an application](#) and have one recommender email a one-page letter, on official university/organization letterhead, sent to the program coordinator at gradpff@uc.edu. Letters of recommendation must speak directly to the applicant's academic/professional experiences, interest in, and fit for the PFF program at UC.

Applications are available online through the PFF website or by contacting the coordinator. Students can expect a response approximately one week after submission of both their applications and letters of recommendation. There is no fee to apply.

5. ACTIVITY LOGS

Receiving Credit for Activity Participation

In order to receive activity points for PFF activity participation, students are responsible for completing an activity log and emailing the completed log to the program coordinator at gradpff@uc.edu. Activity logs should be completed in a timely manner in order for the student's record to be updated (*within thirty days of activity date*). Activity logs must be completed and submitted in order for students' point records to be updated.

Retroactive Activity Points Policy

Students entering the PFF program may be allowed to retroactively complete an activity log for *certain* PFF-approved workshops or PFF activities. However, students must receive permission from the program coordinator and submit the activity log *within thirty days of the event*. Activities participated in outside of this thirty-day time frame will not be retroactively counted, with the exception of PFF courses. The completion of PFF courses will be retroactively counted for PFF students.

PFF Courses

PFF courses are the only PFF activities that do not require an activity log to be completed and submitted. A passing grade on the student's transcript serves as the activity log for Teaching Effectiveness and the Academic Job Search. A Graduate College staff member will provide the PFF coordinator with the list of students who pass the PFF courses each semester.

6. READING GROUPS

An Introduction to Reading Groups

Reading groups are designed to broaden your knowledge of pedagogical methods, challenges in the field, and issues relevant to the career. Each reading group focuses on a specific topic, with readings (ex. journal articles, book chapters, and essays) assigned to the registered participants. PFF offers about five reading groups per semester in fall and spring (with fewer offered during summer). These may consist of live or virtual groups that each take place for 90 minutes or asynchronous groups that take place over multiple days. The reading group schedule and the readings are available on the website and Canvas page. Students

may fulfill their reading group requirement with all synchronous groups, all asynchronous groups, or a mix of both.

If you are interested in a particular topic (for instance, teaching critical thinking, how the brain learns, or how to balance career and family life), then reach out to the program coordinator, as they can often create a future reading group on a requested topic. He or she is always interested in student feedback on the group topics and readings.

Accessing the Reading Group Schedule and Readings

Each semester's reading group schedule is posted on the PFF website and PFF Canvas page. Reminders about upcoming reading groups are also sent out via email through Outlook and in the monthly PFF newsletters. Readings can be found on the PFF Canvas page. If you have any trouble accessing the readings, please contact the program coordinator at gradpff@uc.edu.

Registering for Reading Groups

Students can register for reading groups by following the registration link available on the PFF website and by contacting the program coordinator at gradpff@uc.edu. If students decide to join a group last minute or can no longer participate, they must notify the program coordinator via email.

Participating in Reading Groups

Participating in reading groups is worth five activity points for each attended group. In order to receive activity points, students must complete the activity log and email it to gradpff@uc.edu within 30 days of the reading group. (In the case of online reading groups, the activity log must be submitted within 30 days of the final day of the online reading group.) Reading groups are only effective if students have reviewed the assigned literature and actively participated. Participants of reading groups are asked to thoughtfully and respectfully engage in conversation with one another in reading groups.

Leading a Reading Group

Leading reading groups is worth ten activity points for each group. Students interested in leading reading groups may indicate their interest through either the registration link or by emailing the program coordinator. At that point, the program coordinator will email detailed instructions on leader requirements. Leaders are responsible for creating thoughtful and engaging discussion prompts and questions and for moderating respectful conversations regarding the readings. If there are two leaders for a group, the individuals must communicate ahead of the group time to prevent an overlap of discussion topics or questions.

Live Reading Groups

Live reading groups take place for 90 minutes on campus or virtually through an online conferencing platform. Of the three-four live groups per semester, two usually take place on West Campus, and one usually takes place on Medical Campus. The times, dates, buildings, registration links, and room numbers are all available on the reading group schedule.

Asynchronous Reading Groups

One reading group each semester will be offered online asynchronously. The online reading groups take place on Google Classroom. In order for students to access the group, they must have access to a Gmail account. These accounts are free to create. Students interested in participating in the online reading groups must register to participate.

Prior to the start date for the reading group, individuals that registered will receive an email with detailed instructions on group requirements. Posts created outside of the designated timeframe will not count towards the student's participation.

Online reading group leaders will also receive detailed instructions prior to the start date of the online group. Online reading group leaders are responsible for posting questions and discussion prompts related to the readings prior to the group start date. They are then responsible for thoughtfully responding to participants' posts and for meeting the participant requirements themselves.

7. PFF-APPROVED WORKSHOPS

About PFF-Approved Workshops

Participation in a PFF-approved workshop is worth five activity points for a one-to-four-hour workshop or ten activity points for a workshop that lasts for over four hours. These workshops are either hosted by Preparing Future Faculty or by other organizers, such as:

- [The Center for the Enhancement of Teaching & Learning \(CET&L\)](#)
- [The Academy of Fellows for Teaching & Learning \(AFTL\)](#)
- [The Learning & Teaching Center at UC Blue Ash](#)
- [College of Medicine Faculty Development](#)
- [Faculty Enrichment Center](#)

Topics of workshops might include how to teach, trending pedagogical methods, learning styles, how the brain learns, diversity/inclusion, accessibility, teaching online courses, etc. In order for workshops to count for activity points, they **must be "PFF-approved."** A list of upcoming workshops that will count for activity points can be found on the [website](#).

Workshops Not on the PFF-Approved List

The program coordinator will not be aware of every event taking place on campus. Students who learn about an upcoming program that appears to be in alignment with the mission of PFF and be general enough for all disciplines may contact the program coordinator for permission to count the workshop for activity points. If the workshop is approved, it will be added to the list on the [website](#) and the Canvas page. Students are responsible for receiving permission *before* the event occurs. **This policy is nonnegotiable.**

Registration

You can register for most workshop credit programs at the Faculty Development OneStop site (<https://webapps2.uc.edu/ce/FacDev/Workshops>). In order to register, you must sign-in with your UC username ("6+2"). Many of the programs have limited seating, so if you cannot attend a program for which you reserved a spot, please cancel so that someone else can attend. Registration for other workshop credit programs occurs through separate venues or walk-in registration on the day of the event. If you have questions about registration, please email the program coordinator.

8. FACULTY OBSERVATIONS

About Faculty Observations

Preparing Future Faculty students have the opportunity to observe faculty members at [PFF's cluster coordinator institutions](#). Faculty observations are worth ten activity points. These observation experiences are designed to offer PFF students the opportunity to explore faculty life and teaching methods on campuses other than UC's Uptown Campus. Students are able to indicate their preferences in selecting observation campuses and departments. Students interested in participating in a faculty observation are

required to fill out the request form, accessible on the PFF website and PFF Canvas page. Placements are contingent upon faculty availability and thus cannot be guaranteed.

Requesting a Faculty Observation

Students interested in participating in a faculty observation must first complete a [request form](#). If students have already made a connection to a faculty member for observation, this can be noted within the observation form. This form must be completed at least three weeks prior to the desired observation date. Due to the nature of demands placed on faculty members, observation placement is not guaranteed. The program manager will do his or her best to match students to their observation preferences.

Observation Requirements

Students with confirmed observations are required to attend such observations as planned. If the student is no longer able to participate in the observation, he or she must notify both the program coordinator and observation faculty at least 24 hours in advance. Failure to do so could result in the student being prohibited to request any further observation or mentoring experiences.

Observed faculty members will report on the professional behavior of PFF students. Students completing observations are representative of the University of Cincinnati and the Preparing Future Faculty program. With that being said, students are required to carry themselves in a respectful and professional manner at the cluster institutions. Transportation to and from cluster institutions is the responsibility of the student.

Observing at a Non-Cluster Institution

A student may request a faculty observation at an institution not listed as a cluster institution. If the student has a particular institution of interest, they may contact the program coordinator. The coordinator will attempt to support and help the student in securing a faculty observation. Students preparing to do so should allot extra time for the matching process. Forms are requested to be *submitted five weeks prior* to the desired observation date. If permitted, the student may then pursue a faculty observation at this institution.

9. PFF COURSES

Teaching Effectiveness

- This class is offered in the fall semester.
- This class is a prerequisite for the mentoring experience.
- 3.0 credit hours
- Course code is PD8041

Course description: *This course covers the theory and practice of effective, learning-focused teaching at the college level, including how to establish student learning outcomes, develop a syllabus, use diverse approaches to teaching and assess student learning. All participants will develop an electronic teaching portfolio.*²

Academic Job Search

- This class is offered in the spring semester.
- 2.0 credit hours

² Information for the course description comes from the Teaching Effectiveness syllabus. Contact the professor, Dr. Bryan Smith, at bryan.smith2@uc.edu for a recent copy of it.

- Course code is PD8042

Course description (subject to change): *This course offers a broad and diverse view of the academic job market, including the different kinds of institutions (from community colleges to research universities) and the implications of those market segments for faculty careers. The course also offers practical insights into and guidance for assessing job openings, applying for jobs and interviewing.*³

Tuition

Standard tuition fees apply to these courses. Financial support from Preparing Future Faculty is not currently available, and students are responsible for funding their own coursework. If you are a part-time student (taking nine or fewer credit hours per semester), you pay for each credit hour. If you are a full-time student, you pay a flat rate for 10-18 credit hours. (Students who receive a GAS are required to take a minimum of 12 or more credit hours; please consult your GAS offer letter for your specific requirements.) Here are the general graduate tuition costs for 2022-2023 academic year:

	Part Time <i>Less than 10 credit hours</i>	Full Time <i>10–18 credit hours</i>
Ohio Resident	\$746/credit hour	\$7,451/semester
Non-Ohio Resident	\$1,333/credit hour	\$13,322/semester

[Current tuition fees are published on the Bursar's website.](#) Be sure to check online at [the Registrar's residency and reciprocity page](#) for details about local area reciprocity for students from Indiana and Kentucky.

Registering for Classes

Taking and passing a PFF course is worth twenty activity points. The PFF program will verify course completion after final grades are submitted for the semester.

For UC Students:

1. Visit [the university's Catalyst site](#).
2. Log in with your university username and password.
3. Click on the "My Academics" tab on the left side of the page.
4. Click on the "Add/Drop Classes" link on the left side of the page.
5. Enter the course code (PD8041 or PD8042), and then click "enter." The course will be added to your "Shopping Cart."
6. Click on "Enroll" at the bottom of the page.
7. The course will be added to your schedule.

Non-UC Students Must Become Non-Matriculated Students Before They Can Register for Classes

Visit [the Registrar's web page, Basic Data Form for Non-Matriculated Students](#). This page has all of the information you will need to become a non-matriculated student.

1. Click on the "Basic Data Form" link, which brings you to this form: <https://form.iotform.us/ucwebcomm/basic-data-form>.
2. Fill out the Basic Data Form.
3. In approximately 2-3 business days, you will receive your UC username, email address and UCID ("M-number"). Once you set up your Catalyst account, you will be able to register for classes by following the instructions above.

³ Information for the course description comes from the Academic Job Search syllabus.

I Tried to Register but the Seats Are Filled – Now What?

1. Email the professor and ask if he or she is willing to let you into the course.
2. **IF** the professor consents, you will need an add/drop slip either from your college administrative office or from the OneStop Student Services Center (located on the second floor of University Pavilion).
3. Fill out the add/drop slip.
4. Get the signature of the professor.
5. Return the add/drop slip to OneStop.

If the professor is not willing to let you in, then do not hesitate to register for the next section of the course! The program coordinator often sends out email announcements about registration openings, so look out for them or check Catalyst regularly during the semester prior to the course to see if registration is available.

9. MENTORING

About Mentoring

Mentoring is a central component of the Preparing Future Faculty experience. Completion of the mentoring process is worth twenty activity points. In the mentoring experience, students establish a relationship with a faculty member from a Tristate-area institution of higher education. The student and mentor plan for and spend approximately 25 hours of time together in addition to additional activities, during which the mentor may evaluate the student's teaching or otherwise broaden the student's knowledge of the academic career. Students must have already completed and passed the Teaching Effectiveness course in order to engage in this experience.

Preparing For Your Mentorship

Mentoring Prerequisites

Before beginning the mentoring experience, students must complete and pass the Teaching Effectiveness course and have officially applied to the Preparing Future Faculty program. It is also encouraged that students review the PFF cluster institutions in order to develop their mentoring preferences.

Complete the Mentoring Request Form

Students interested in the mentoring experience must complete the [mentoring request form](#) approximately two months prior to their desired start date. The request form allows students to indicate their mentoring preferences which the program coordinator does his or her best to honor. Students do not have to locate a mentor on their own. The program coordinator will reach out to cluster institutions for you. However, if the student has a mentor in mind, this individual can be identified on the mentoring request form. The form can be requested by emailing gradpff@uc.edu.

Cluster Institutions

UC's Preparing Future Faculty program works closely with several institutions of higher education in the Cincinnati area. PFF students may choose to seek a mentorship at the following cluster institutions:

- [Hebrew Union College](#)
- [Mount St. Joseph University](#)
- [Northern Kentucky University](#)
- [Thomas More University](#)

- [University of Cincinnati Blue Ash](#)
- [Xavier University](#)

If students wish to complete their mentorships at another institution of higher education not named on this list, they are welcome to reach out to the program coordinator for further support. Mentoring experiences must take place off UC's Uptown campus unless student programs prohibit them from doing so. Students must discuss these exceptions with the program coordinator prior to pursuing a mentoring connection.

Completing the Mentoring Experience

The completion of all mentoring requirements is worth twenty activity points. In order for students to officially complete the mentoring experience, they must complete the [mentoring request form](#), mandatory mentoring documents, 25 hours of mentoring activities, and two leadership activities. Further details on these elements are elaborated on in the following sections. Failure to complete one or more of these mentoring requirements will result in the student not being awarded PFF activity points.

Mentoring Requirements

Mentoring Agreement Contract

Once students have been put in contact with their mentors by the program coordinator, they should begin collaboratively drafting the mentoring agreement contract, creating detailed goals and activities that outline what they plan to do throughout the mentorship and what will be provided by the mentee and mentor. The mentoring agreement contract template can be found on the PFF Canvas page or by emailing gradpff@uc.edu. The mentoring agreement contract will outline specifics of the mentoring experience. Several important considerations regarding the contract are below:

- Contracts compiled prior to submission of the mentoring request will not be accepted
- Contracts must be completed and approved by the program coordinator before students begin their mentoring hours
- Mentoring agreement contracts must be signed by both the mentor and the mentee prior to submission

Mentoring Log & Assessment Form

Throughout the duration of the mentoring experience, students will track their mentoring activities and mentoring points via the mentoring log. Mentoring log templates can be accessed by emailing gradpff@uc.edu. An accurate mentoring log is required in order for students to receive activity point credit for their mentorship. At the completion of the mentoring experience, students will obtain a signature on their completed logs from their mentors, along with assessment comments, and email the signed and completed log to the program coordinator.

Completing 25 Hours of Mentoring Activities

Students must outline their plan to complete 25 hours of mentoring activities within their mentoring agreement contract. Participation in such activities should also be noted in the mentoring log. Examples of activities that students may participate in to complete the 25-hour requirement include:

- Receive feedback from your mentor
- Participate in a structured discussion with your mentor
- Attend a faculty meeting at your mentor's institution
- Review learning objectives with your mentor
- Observe your mentor's lecture (ten hour maximum)
- Participate in student engagement activities
- Create course content

Completing Two Leadership Activities

Students must outline their plan to complete two leadership activities in their mentoring agreement contracts and in their mentoring logs. Students can choose any combination of leadership activities as long as two are completed in total. These activities must adhere to the mentoring agreement contract completed with the mentor and the mentee. Deviations from this contract could result in an incomplete status of the student's mentorship. Examples of leadership activities are below:

- Lead lecture in your mentor's course (students may lead lecture for two course sessions in order to fulfill the completion of two leadership activities)
- Lead a seminar, discussion, or workshop at your mentor's institution
- Other leadership activity (available for those with significant teaching experience; activities must be pre-approved by the program coordinator)

Reflective Essay

The reflective essay is to be completed once the mentoring experience has come to an end. The purpose of the essay is to acknowledge any discrepancies from the agreement contract and log and reflect on the takeaways from the mentoring experience. Once completed, the reflective essay should be sent for review to the program coordinator. If missing any rubric elements, the student will be asked to make edits before receiving activity points for the mentoring experience.

The reflective essay should cover the following:

1. **Mentoring Log Discrepancies:** In this section of the paper, students should address any discrepancies between the Mentoring Agreement Contract and the Mentoring Log. Students should identify the differences and provide a brief explanation of such deviations from the plan.
2. **Describe Your Mentoring Experience:** In a minimum of two double-spaced pages, students should describe what their mentoring experiences were like. Supply detail on the major components of your mentoring experience.
3. **Identify Your Major Takeaways:** In a minimum of two double-spaced pages, students should identify their major takeaways and lessons learned from the mentoring experience. Students should consider application to their future careers in academia.

Personal Services Contract/Status Questionnaire

Upon completion of the mentorship and submission of the mentor's paperwork, each mentor receives an honorarium. A mentor who completes the full mentorship experience (approximately 25 hours of the student's time) with the PFF student will receive \$400. Mentors who are not paid through UC payroll (i.e., from other institutions or paid by Cincinnati Children's) must fill out separate paperwork in addition signed mentoring contract.

The Preparing Future Faculty Program will use the information provided on the PSC form to initiate the online Personal Services Contract (PSC) process. The mentor will need to complete the PSC through UC's online Treasurer's Office Portal. The details on the form must be filled out completely for the University of Cincinnati to use it. Missing Social Security Numbers or birth dates will prevent the paperwork from being processed. If the mentor has paperwork from previous mentoring experiences and sends it to the program coordinator for the new period of service, it will still not be processed until the new mentoring log and assessment form are received.

10. TIER COMPLETION AND PROGRESSION

About Preparing Future Faculty Tiers

PFF now offers three tiers of participation. Students are welcome to participate in any of the tiers based on their availability and interest. Each tier has different requirements and required levels of involvement. Once students complete the first PFF tier, they may decide to advance to the next tier or exit the program. In order for students to complete a tier, they must complete the [exit survey](#). Students receive a signed letter of completion, specifying their level of involvement, and a decorative certificate upon completing their desired tier.

The Tiers

PFF Participant

The PFF Participant tier has the lowest level of required involvement, which makes it ideal for students with limited time or students interested in exploring what PFF may have to offer. Participants complete fifteen activity points in order to advance to the next tier or exit the program as a verified PFF Participant.

PFF Participants must complete at least one PFF reading group and attend at least one PFF-approved workshop. The activity points acquired from this reading group and workshop count towards the overall needed points. The remaining required activity points can be obtained through any combination of activity point events.

PFF Fellow

The PFF Fellow tier is the intermediate tier. Fellows complete 75 activity points in order to advance to the final tier or exit the program as a verified PFF Fellow. The PFF Fellow tier is a good fit for students interested in gaining more substantial exposure to PFF elements and for students interested in completing the PFF coursework (i.e., Teaching Effectiveness and the Academic Job Search).

PFF Fellows must advance from the PFF Participant tier, participate in at least two PFF reading groups cumulatively, attend at least two PFF-approved workshops cumulatively, and take and pass both of the PFF courses. *The fifteen activity points from completing the PFF Participant level will be applied to the overall 75 point requirement for Fellows, leaving 60 points for students to complete.* In addition, each required course is worth 20 points, which counts towards the overall required point value for Fellows. If you have taken one or both of the courses prior to beginning PFF, contact gradpff@uc.edu. Once confirmed, these courses can be retroactively added to your record and counted towards your point requirements.

PFF Graduate

The PFF Graduate tier is the final tier offered by PFF and is ideal for students confident in their interest in pursuing faculty positions. PFF Graduates participate in the mentoring experience which is continuously identified as the most impactful element of PFF. Graduates complete 150 activity points, participate in at least three PFF reading groups cumulatively, lead one reading group, participate in at least three PFF-approved workshops cumulatively, take and pass the two PFF courses, and complete the mentoring experience. *The 75 activity points from completing the PFF Fellow level will be applied to the overall 150-point requirement for the Graduate tier, leaving 75 points for students to complete.*

Tracking Progress

Students are encouraged to keep track of their own progress of the program.

Students are also encouraged and welcome to email the program coordinator at any time in order to confirm their progress and current tier. In order for students to receive activity points, they must complete activity logs, submit them to the program coordinator through Canvas, and be officially admitted to the program.

Advancing to the Next Tier

Once students have received enough activity points to advance to the next tier, they will receive an email from the program coordinator. At this time, students can indicate if they'd like to advance to the next tier or exit the program.

11. COMPLETING THE PROGRAM

Completing the Exit Survey

Before students exit the program, they must complete the [exit survey](#). Failure to do so will prevent the student from receiving a letter of completion or decorative certificate. The exit survey can only be accessed by contacting the program coordinator at gradpff@uc.edu. At this point, the coordinator will review your program progress, and if no discrepancies are present, they will send you the survey link. The exit survey is a brief questionnaire about your experience in order to inform our program and make student-based changes to benefit future PFF participants.

Receiving Your Letter of Completion and Decorative Certificate

After students have completed their desired tier and have completed the exit survey, they will receive a signed letter of completion. This letter will describe the tier(s) of participation that the student completed and will be signed by the program manager. In addition, students will receive a decorative certificate identifying their complete tier. This certificate is merely decorative. No certificate will be listed on your transcript.

12. RESOURCES

- **Center for the Enhancement of Teaching and Learning (CET&L):** <https://www.uc.edu/cetl.html>
- **Faculty Development OneStop:** <https://webapps2.uc.edu/ce/facdev/Categories>
- **The Graduate College, UC:** <https://grad.uc.edu/>
- **UC's PFF Website:** <http://grad.uc.edu/pff>