Exploring Faculty Careers

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To find out more about our future events:
• Register to the PFF listserv: bitly.com/UCSFPPF
• Visit career.ucsf.edu: bitly.com/ocpdevents

Workshop Learning Outcomes
By the end of this workshop, you should be able to:

- Describe the academic career outcomes of other UCSF postdoctoral scholars and graduate students
- Describe the different types of academic institutions in the US
- Use online tools to define a particular institution
- Identify institutions where you would like to work as a faculty
- Describe their hiring criteria
**Agenda**

- The tenure process in American universities
- Understanding the landscape of American universities
- What type of career are you interested in?
- Identifying the skills you need to be hired as a faculty

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**The “tenure process” in academia**

The tenure process is the probationary period during which a new faculty must demonstrate that they are an asset to the department.

Unique feature of academia created to protect academic freedom.

After that period, a faculty can only be fired for unprofessional conduct.

Tenure can take 3-10 years depending on the institution.

Often corresponds to the promotion from assistant professor to associate professor, but not always.
Non-tenure track positions

Non-tenure track positions can be terminated at any time (like a regular staff position), or need to be renewed regularly (like a contractor position).

Different responsibilities: research only, teaching only, service only. Can be part-time.

Different status within the department.

Does not provide access to a tenure-track position (except, in certain fields, when applying to another institution).

Examples of titles: *Adjunct Faculty (career track vs. non career track)*, Lecturer, Instructor

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**Where do UCSF Research Trainees Get Hired?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Tenure track</th>
<th>Non-tenure track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Research or Teaching</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Industry Research</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Government Research</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Science-related research</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Non-science-related research</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Unemployed (no data for UCSF)</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Unknown</td>
<td>53%</td>
<td>47%</td>
</tr>
</tbody>
</table>

- **US (According to NIH Workforce Report)**
- **UCSF Students (1997-2006)**
- **UCSF Postdocs (2000-2010)**
Understanding the landscape of American universities

Types of Institutions

TOTAL Higher Ed Institutions in the US 3941

Doctoral/Research Universities “R1” 261
Stanford, UC Berkeley, other UC’s, Flagship campuses within state univ’s (UW Madison)

Master’s Colleges and Universities 611
Cal State Univ system (SFSU, SJSU, CSU-EB), CUNY system, former state “teachers” colleges (UW-Stevens Pt)

Baccalaureate Colleges or Primarily Undergraduate Inst 606
Mills College, Amherst College, Haverford College

Associates Colleges 1669
Community Colleges (CCSF, Skyline)

Specialized Institutions 766
Medical Schools and Centers (ex, UCSF) 54
Other separate Health Professions Schools 97
Schools of Engineering and Technology 66
Other (Art, Music, Design, Law, Bus and Mgt, etc) 549

Tribal Colleges 28

Getting Tenure

Doctoral/Research Universities (R1)
- Large grants required
- Regular public. in high-impact journals
- Recognition and collaborations

Master’s Colleges (Comprehensive)
- Smaller grants required than R1
- Regular publications
- Absence of negative course evaluations

Baccalaureate Colleges (PUI)
- Funding requirements vary widely
- Regular publications
- Positive course evaluations (or demonstration of teaching effectiveness)

Associate Colleges
- Positive course evaluations and demonstration of teaching effectiveness
- Service and outreach
### Teaching/Mentoring Responsibilities

<table>
<thead>
<tr>
<th>Type of University</th>
<th>Teaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral/Research Universities (R1)</td>
<td>Teaching: 1 to 2 courses a year or less</td>
<td>Mentoring: Mostly graduate students and postdoctoral scholars</td>
</tr>
<tr>
<td>Master's Colleges (Comprehensive)</td>
<td>Teaching: at least 2 courses per semester</td>
<td>Mentoring: Mostly undergraduate and Master's students</td>
</tr>
<tr>
<td>Baccalaureate Colleges (PUI)</td>
<td>Teaching: at least 3 courses per semester</td>
<td>Mentoring: Undergrads only</td>
</tr>
<tr>
<td>Associate Colleges</td>
<td>Teaching: at least 5 courses per semester</td>
<td>No Mentoring</td>
</tr>
</tbody>
</table>

### Hiring Criteria

<table>
<thead>
<tr>
<th>Type of University</th>
<th>Productivity</th>
<th>Proposed Research</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral/Research Universities (R1)</td>
<td>Productivity (regular, high imp, 1st auth papers)</td>
<td>Proposed research is solid, fundable, unique</td>
<td>Recognition, reputation of lab/instit. of origin</td>
</tr>
<tr>
<td>Master's Colleges (Comprehensive)</td>
<td>Productivity (regular, first-author papers)</td>
<td>Proposed research takes into account limitations of the institution (limited equipment, Master's and undergrads only)</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Colleges (PUI)</td>
<td>Productivity (variable)</td>
<td>Proposed research involves undergrads</td>
<td></td>
</tr>
<tr>
<td>Associate Colleges</td>
<td>Productivity</td>
<td>At least one semester of teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least one semester of teaching</td>
<td>Undergraduate mentoring experience</td>
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</tbody>
</table>
### Advantages

<table>
<thead>
<tr>
<th>Doctoral/Research Universities (R1)</th>
<th>Master's Colleges (Comprehensive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to start-of-the-art facilities</td>
<td>Less competitive than R1</td>
</tr>
<tr>
<td>Access to grad students/postdocs</td>
<td>Well balanced teaching-research</td>
</tr>
<tr>
<td>Peers are often renowned scientists</td>
<td>More hands-on mentoring in the lab</td>
</tr>
<tr>
<td>Institutional prestige</td>
<td>More value on teaching/mentoring</td>
</tr>
<tr>
<td>Likely higher salaries</td>
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<tr>
<td>Very little teaching required</td>
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</table>

<table>
<thead>
<tr>
<th>Baccalaureate Colleges (PUI)</th>
<th>Associate Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>High value on teaching and mentoring</td>
<td>High value on teaching</td>
</tr>
<tr>
<td>More hands-on mentoring in the lab</td>
<td>Social and diversity focus</td>
</tr>
<tr>
<td>Less competitive research environment than R1 (variable)</td>
<td>No research</td>
</tr>
<tr>
<td></td>
<td>No grant funding or publications required</td>
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</tbody>
</table>

### How to find answers to your questions

Once you have identified a type of institution you’d like to work at, it’s important that you do your homework.

- Become familiar with the institutions within that category
- Find out what are their hiring criteria
- Find out what the work atmosphere is like there

To do this you should learn how to:
- Research institutions (see next slide)
- Connect with faculty at these institutions:
  - Through your existing network
  - Through conferences (by identifying individuals before the conference)
Researching Institutions

The Carnegie Classification
bit.ly/CarnegieClass

U.S. News College Rankings
bit.ly/USCollegeRanking

Research Budgets
bit.ly/ResearchRanking

Salaries
“X state employee salaries”
Chronicle.com AAUP Faculty Salary Survey
Medical schools: AAMC Annual Salary Survey (Book)

Next Steps:

To plan you training and prepare for academic careers:
Visit: http://career.ucsf.edu/academic-careers

To find out more about our future events PFF listserv:
http://career.ucsf.edu/pff-listserv