Tailoring your research, teaching, and diversity statements for a faculty position at an R1 institution

This workshop is offered as part of OCPD’s PAC-UP Programs
Planning your Academic Career for Upcoming Professors

For more programs: bit.ly/eventspacup

while you wait: bit.ly/ocepdm-mentoring

UCSF Office of Career & Professional Development
Funded by Burroughs Wellcome Fund
Student Academic Affairs
If you are a graduate student or postdoctoral scholar, after completing this workshop, you should be able to:

1. Describe the findings of the Academic Career Readiness Assessment study

2. Describe essential hiring criteria at the type of institution at which you would like to work as faculty

3. Assess your level of competitiveness for the positions of choice
The world outside R1 institutions
What does it take to get hired at R institutions?

Academic Career Readiness Assessment
How we built the ACRA

Interviewed Faculty (n=20)

Category R Institutions (n=7)
R1 and R2 (Doctoral Universities, Highest and Higher Research Activity)

Category RT Institutions (n=8)
R3 (Doctoral Universities, Moderate Research Activity);
M1 and M2 (Master's Colleges & Universities, Larger and Medium Programs);
BAC (Baccalaureate Colleges)

Category T Institutions (n=5)
Associate's Colleges (Community Colleges)
# R institutions

## Long-term fundability

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>Impact is what matters (not necessarily impact factor)</td>
</tr>
<tr>
<td>Grants and fellowships</td>
<td>Not required BUT may help indirectly</td>
</tr>
<tr>
<td>Research program</td>
<td>Clear vision and strategy Fundable research plan Independence</td>
</tr>
<tr>
<td>Recommendations</td>
<td>From all advisors and PIs Need to be stellar</td>
</tr>
<tr>
<td>(Fit)</td>
<td>Synergy with other scientists?</td>
</tr>
</tbody>
</table>
Materials required for faculty applications

CV

Cover Letter

Research Statement

Teaching Statement

Diversity Statement
Research Statements
Research Statements
General Information

- 1-4 pages, depending on importance of research
- Often read in the second round of selection, after the CV/Cover Letter
- Is tailored very specifically to the type of institution
Research Statements across institutions

Research-focused

R1

R2

R3

M1

M2

M3

BAC

Student-focused

Research vision, strategy, independence, funding plan, synergies

Research feasibility with limited resources, Inclusion of undergraduates in research plan, Disciplinary fit

UCSF Office of Career & Professional Development
Student Academic Affairs
Research Statement Rubric
Academic Career Readiness Assessment Framework

Handout
Research Statement Sample

Go to bit.ly/R1-research-statement

● Read the first 1.5 pages
● Read the headers of all pages
● Read the last paragraph

How well did the candidate fit the rubric?

Why?
Research Statement Sample

Go to bit.ly/R1-research-statement-annotated
Teaching Statements
Teaching Statements
General Information

• 1-2 pages, depending on importance of teaching
• Often read in the second round of selection, after the CV/Cover Letter
• Connects teaching vision, philosophy, knowledge strategies to personal examples, illustration of applications.
Teaching Statement Rubric

Go to bit.ly/teaching-statement-rubric
Teaching Statement Sample

Go to bit.ly/teaching-statement-sample
Diversity Statements
Diversity Statements for PUls

Why do institutions ask for a Diversity Statement?

- State mandate
- Institutions serving a diverse student body
- Faculty who care about Social justice and Equity
Diversity Statements
(for institutions that care about teaching)

Commitment to serving diverse students:

- Can the candidate interact effectively with a diverse student body?
- Can he/she support the learning of a diverse student body?
Commitment to Serving Diverse Students

Level 0
Candidate’s commitment to serving diverse students is not a significant contributor to hiring decisions at this institution.

RT/R2

Level 1
Candidate demonstrates the sensitivity, respect for individuals of all backgrounds, and the interpersonal skills to interact with them.

Level 1 & Candidate has immersed self in a diverse community, or has mentored, advised or has taught diverse students.

Level 2 & Candidate has used strategies to support learning of diverse students in class or in lab.

Level 3 & Candidate can articulate a personal experience with equity or social justice that inspires them to improve learning experiences.

RT (n=6)
RT (n=2)

T

RT
Diversity Statement Sample: BAC institution

**Inclusion:** The classroom environment is key to ensuring all students are included in the learning process. This was particularly true in my experience mentoring and teaching students from underrepresented groups. Using active learning strategies from the Preparation for Teaching Program at R1U, I strive to break down the barrier between (passive) student and (active) teacher. In the 52-student Physics course I taught at Fantastic, I incorporated clicker questions, problem solving in small groups, and demonstrations into traditional lectures. These activities allow students with different learning styles, including those who are not as comfortable talking in class, to actively connect with the material. In a survey I conducted halfway through the course asking which was most helpful for learning, there was an almost even split in preference between these four types of in-class activity, showing how important it was to vary my teaching strategies. Because teaching can act as a tool for learning, I also encourage my students to explain problems to others when they are studying on their own. Using a wide variety of teaching formats to facilitate class participation is an effective way to engage all students in my classroom.
Participating in our study

We are studying what hiring committees look for in research statements.

If you would like to participate, email me:

Laurence.Clement@ucsf.edu.
Next programs

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## The Carnegie Classification

http://carnegieclassifications.iu.edu/

<table>
<thead>
<tr>
<th>Carnegie Basic Classification</th>
<th>ACRA Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Universities $^1$ - Highest Research Activity</td>
<td>R1 R1 (R)</td>
</tr>
<tr>
<td>Doctoral Universities $^1$ - Higher Research Activity</td>
<td>R2 R2 (R)</td>
</tr>
<tr>
<td>Doctoral Universities $^1$ - Moderate Research Activity</td>
<td>R3 RT</td>
</tr>
<tr>
<td>Master's Colleges &amp; Universities $^2$ - Larger Programs</td>
<td>M1 RT</td>
</tr>
<tr>
<td>Master's Colleges &amp; Universities $^2$ - Medium Programs</td>
<td>M2 RT</td>
</tr>
<tr>
<td>Baccalaureate Colleges $^3$</td>
<td>BAC RT</td>
</tr>
<tr>
<td>Associate's Colleges $^4$ (Community Colleges)</td>
<td>CC T</td>
</tr>
</tbody>
</table>

1. Doctoral Universities
2. Master's Colleges & Universities
3. Baccalaureate Colleges
4. Associate's Colleges