

Step 3  
Applying

# Developing application materials that emphasize your strengths

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# Planning Your Faculty Career

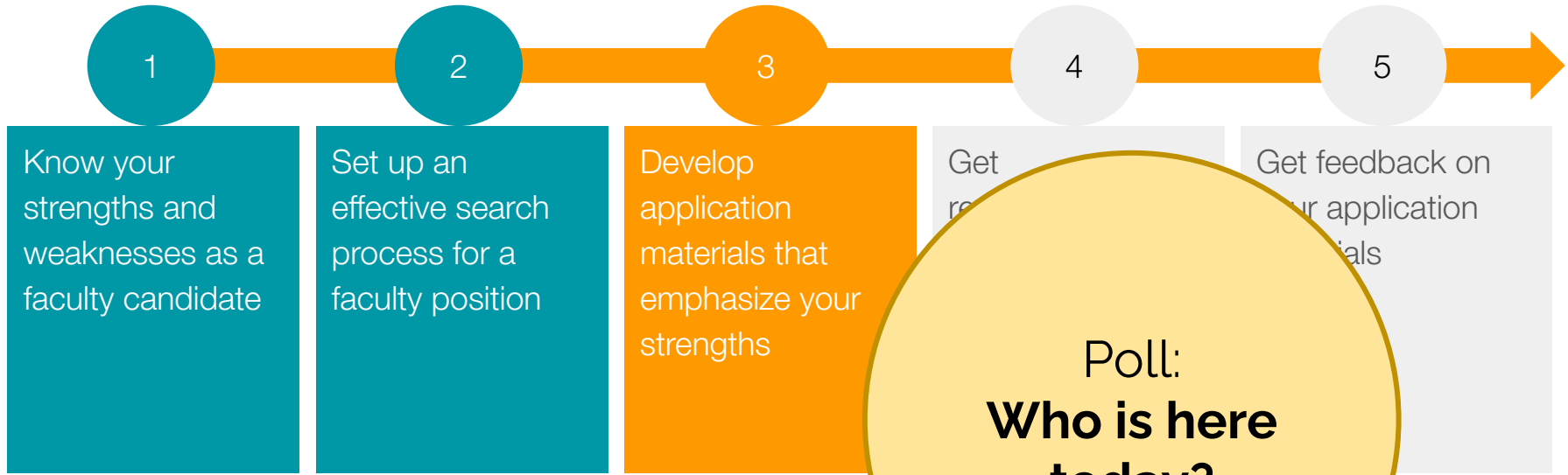
Faculty  
Career  
Series  
*VIRTUAL EDITION*

Prepare | Apply | Interview | Negotiate

July	Aug-Sept	Oct	Nov-Dec
Resources	Resources	Resources	Resources
Workshops	Workshops	Workshops	Workshops
Counseling	Counseling	Counseling	Counseling
Video series	Video series		

All of our  
faculty career  
resources:  
**[bit.ly/  
FacultyCareer](https://bit.ly/FacultyCareer)**

# Steps to optimize your faculty application process



# The faculty application process

1. Job search
  2. Application
  3. First interview via Phone/Online (20-45 minutes)
  4. First visit (1-3 days)
  5. Second visit (1-3 days) - sometimes
  6. Job Offer & Negotiation (1 week - 2 months)
- July-December**
- September-February**
- October-March**
- February-May**
- January-June**



# The faculty application process in COVID times

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Faculty career  
resources anytime,  
anywhere:

**[bit.ly/FacultyCareer](https://bit.ly/FacultyCareer)**



A person wearing a red cape is holding a large yellow circular sign. The sign contains text about a poll. In the top left corner, there is an orange circle with the text 'Step 1 Applying'.

Step 1  
Applying

Poll:  
**What  
preparation  
have you done  
for today's  
session?**

Knowing your  
strengths and  
weaknesses as a  
faculty candidate

**UCSF**

Office of Career and  
Professional Development  
Student Academic Affairs

Research-Intensive  
Institutions (R)



Research &  
Teaching  
Focused (RT)



Teaching-Only  
Institutions (T)



How to get **hired** at these institutions

## **The Academic Career Readiness Assessment (ACRA)**

“What are the significant contributors to hiring decisions?”

<https://career.ucsf.edu/ACRA>

Qualification

career.ucsf.edu/ACRA

Level 1

Level 2

Level 3

Level 4

Research Feasibility with Available Resources

		Candidate demonstrates ability to develop a research program within the limitations of the start-up funds. (8)	Level 1 & Candidate demonstrates the ability to independently manage and run the equipment required for their research program. (9)	Level 2 & Research program is feasible in the institution's research and geographic environment, which includes some minor constraints. (10)	Level 3 & Research plan is tailored to the non-R1 institution's highly limited resources. (11)
<b>RT</b>	<b>82% Required</b>	14%	9%	36%	23%
<b>R</b>	<b>66% Required</b>	16%	26%	24%	

Verbal Communication of Research

		Can present research clearly and effectively to labmates.	Can present science clearly to scientists in the same sub-discipline (for example, to other microbiologists).	Can present science clearly and effectively to scientists outside of subfield.	Can present science clearly and effectively and can spark the interest of scientists outside of subfield and non-PhD students.
<b>RT</b>	<b>73% Required</b>			14%	59%
<b>R</b>	<b>87% Required</b>		3%	61%	24%



Qualification

Level 1

Level 2

Level 3

Level 4

career.ucsf.edu/ACRA

Publications

		Candidate has produced a few papers, regardless of authorship or impact.	Candidate has produced first author papers during postdoc and (12) PhD (regardless of impact) (13).	Candidate has produced first author papers during postdoc and (12) PhD, with at least one paper contributing significantly to the field (14).	Candidate has produced first author papers during postdoc and (12) PhD, at least one of which was published in Cell, Nature, or Science (15).
<b>RT</b>	<b>77% Required</b>	9%	<b>64%</b>	5%	
<b>R</b>	<b>100% Required</b>		3%	<b>95%</b>	3%

Research Vision & Strategy

		Research program is exciting (16) with a clear direction and includes explicit, feasible steps to attain this direction over the first couple of years.	Level 1 & There is an interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years.	Level 2 & The research question is broken down into smaller, feasible projects that use appropriate methods to answer the question.	Level 3 & The candidate has demonstrated experience successfully implementing this or a similar vision independently. (17)
<b>RT</b>	<b>77% Required</b>	<b>41%</b>	18%	18%	
<b>R</b>	<b>87% Required</b>	13%	29%	34%	11%

# Qualification

career.ucsf.edu/ACRA

## Level 1

## Level 2

## Level 3

## Level 4

### Funding Plan

		Candidate can suggest specific funding agencies and program names to fund proposed research program. (18)	Level 1 & Proposed research program is ambitious and impactful enough to be funded by an R01 grant. (19)	Level 2 & Candidate has developed specific aims that can be realistically achieved with a first R01 grant. (20)	Level 3 & Candidate has developed a funding plan beyond the first R01 grant. (21)
RT	45%	45%			
<b>R</b>	<b>68% Required</b>	8%	24%	34%	3%

### Research Independence

		Candidate has the technical expertise to run their proposed research program independently. (22)	Level 1 & Candidate shows ability to lead a research program, by developing own ideas and new collaborations independently. (23)	Level 2 & Candidate's proposed research program does not appear to be in competition with their current advisor's. (24)	Level 3 & Candidate can provide evidence of independence through advisor's recommendation letter.
RT	59% Required	27%	23%	5%	5%
<b>R</b>	<b>82% Required</b>	11%	32%	24%	16%
<b>R</b>	<b>92% Required</b>	24%	5%	32%	32%

Recommendations

Enthusiastic and personalized recommendations from both PD and PhD advisors. (25)	Level 1 & letters from other respected scientists who are well known by the search committee AND who know the candidate well. (26)	Level 2 & letters emphasize candidate's ability to be successful as a principal investigator.	Level 3 & letters emphasize that the candidate shows the potential to become a leader in the field.
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RT 73% Required

R 92% Required

	9%	5%	
	5%	32%	32%

**Apply, Step 4:**  
Get recommendations that confirm your strengths and address your weaknesses  
**August 24**

# The faculty application process

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# The faculty application process

You submit: CV, Cover Letter, Letters of Recommendations  
Research Statement, Teaching Statement, Diversity Statement

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1st round of selection from 100-600 applicants to 50

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Faculty hiring committee meets:  
2nd round of selection from 50 to 5-10 top candidates

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To confirm meeting of selection  
criteria and compare candidates.  
3rd round of selection  
to 3-4 final candidates.

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5. Second visit (1-3 days) - sometimes

Meet faculty 1:1, students in groups,  
social time with faculty,  
Job Talk, Chalk Talk, Teaching Demo  
4th round of selection

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4th round of selection

6. Job Offer & Negotiation (1 week - 2 months)

Offer made to top candidate. Visit to view  
lab space, visit homes, interview spouse

# The faculty candidate selection process

2 minutes  
to  
convince!

1. Administrator receives all applications
2. Faculty review applications
3. Faculty hiring committee meets
4. First interview via Phone/Online of 5-10 top candidates
5. First visit: Faculty have the opportunity to meet the final candidates

Each faculty member can have over 20 applications to read. They say they spend 30 sec to 2 minutes on the first read, to decide if they will read further.

# The 2-minute experiment

1. Put a \* in front of your name if you are NOT able to discuss in a breakout room
2. **Download application materials** for the institution type you are applying to:
  - a. RT institution: [bit.ly/ACRA2020RT](https://bit.ly/ACRA2020RT)
  - b. R institution: [bit.ly/ACRA2020R](https://bit.ly/ACRA2020R)
3. **Pretend you are on a hiring committee:** Take 2 minutes to read the application material sample provided to you.
4. **Write/think:** What strengths did you identify? What helped you identify them?

# The 2-minute experiment

1. Put a \* in front of your name to indicate you want to discuss in a breakout room
2. **Download application materials** for the RT institution you are applying to:
  - a. RT institution: [RT Institution](#)
  - b. R institution: [R Institution](#)
3. **Pretend you are** a student applying to the RT institution. Spend 2 minutes to read the application materials.
4. **Write/think:** What strengths do you see in the RT institution that helped you identify them?



STOP

# Discuss in groups - 10 minutes

Instructions:  
**[bit.ly/  
VPAC-1B](https://bit.ly/VPAC-1B)**

1. Briefly introduce yourself **(2 minutes total)**
2. Allocate roles based on what month you were born **(1 minute total)**
3. Discuss: What strengths did you identify? What made it easy to find them quickly? **(2 minutes each, 6 minutes total max)**

# What did you think? Questions?

**What strengths did you identify?**

**What helped you find them easily?**

- a. RT institution: <https://bit.ly/ACRA2020RT>
- b. R institution: <https://bit.ly/ACRA2020R>

# CVs

- Includes everything you have done
- No length limit (not a resume)
- First pages are “key real estate” - use it wisely
- Should be tailored to the type of institution
- In the US, no photo or personal info

See  
annotated  
materials:  
**bit.ly/  
Sample-  
Resources**

**Laurence Clement, PhD**

Reputation  
Department of Physiology and Cell Biology  
Center for Cell Signaling  
University of California, San Francisco  
1675 Owens St, Ste 310,  
San Francisco, CA 94143  
Phone: (415) 502-3097  
Laurence.clement@ucsf.edu

846A Main Way  
Daly City, CA 94103  
Phone: (510) 873-2863  
Mypersonaladdress@gmail.com

*It is not necessary to list your personal address, but you should consider providing your cell phone number. For US applications, do not list personal information such as DOB or status (visa, married). No picture either.*

**EDUCATION** *The convention is to start with the Education section.*

Reputation  
Fit  
University of Washington  
Ph.D. Biology  
Thesis: Title  
University of California, Berkeley  
B.A. Biology

April 2011  
May 2005

*Throughout the CV, list everything in inverse chronological order: start with the most recent*

**RESEARCH EXPERIENCE** *Like in your Cover Letter, you will want to use your first page to make a case for all the important requirements for this position and show you are the right fit. Make a case for reputation, fit and productivity at once.*

Postdoctoral Researcher, University of California, San Francisco 2011-present  
Department of Physiology and Cell Biology  
Reputation  
Advisor: Ju Cheng  
Productivity  
Fundability

- Demonstrated the PQR mechanism depended on the phosphorylation of protein XYZ
- Developed a new method to measure phosphorylation levels of protein XYZ in vivo
- Initiated collaborations with Dr. Brown and Dr. Johnson at Harvard Medical School to explore applications in pancreatic cancer.

*This work resulted in a publication in Nature. Two other manuscripts are under review. This work was funded through a Myriam Lee postdoctoral fellowship.*

Graduate Student, University of Washington, Seattle 2005-2011  
Department of Biology  
Advisor: Jane Smith  
Fundability

- Demonstrated that protein ABC was essential to the DER process in mice
- Found that protein ABC interacted with DER1 and DER2

*This work resulted in 3 publications in PNAS, PLOS and JCI and was funded through a Roy Bertram Cancer Research fellowship.*

**RESEARCH GRANTS** *This section lists past, future and current grant funding. Although it is not commonly found in CVs, it can help candidates make a case for fundability early on in the materials.*

Contributions to Ongoing Funded Research  
June 2015–May 2016 Title of project here  
Principal Investigators: Philip Brown, PhD; Ju Cheng, PhD  
University of California, San Francisco,  
Next Science Fund, \$128,900  
Role: Co-author. My work on a novel approach to measure phosphorylation levels of protein XYZ in vivo was the basis for this grant. I provided preliminary data, developed one of the aims, and wrote the grant with Dr. Cheng and Dr. Brown.

Indicate the total amount awarded and your role.  
Make sure your references can back this up.

Page 1 of 4

UCSF Office of Career and Professional Development, Career.ucsf.edu/faculty-materials



# Cover Letters

- Serves as a roadmap or an index to your application materials
- First paragraphs are “key real estate”
- Should be tailored to the type of institution
- 1-1.5 pages is ideal, unless asked to present your teaching and research goals (for social behavioral sciences, occasionally)

Development: [career.ucsf.edu/faculty-materials](http://career.ucsf.edu/faculty-materials)

**UCSF** Use a header so readers can quickly situate you. It is common for trainees to use the institution's header for faculty applications.

**Laurence Clement, PhD**  
Department of Physiology and Cell Biology  
Center for Cell Signaling  
University of California, San Francisco  
San Francisco, CA 94143  
Phone: (415) 502-3097  
Laurence.clement@ucsf.edu

Make sure your contact info is listed on the first page

Department of Biology  
University of California, Los Angeles  
Biological Sciences Building  
1200 Main Way, Los Angeles, CA 90095

One of the ways to show fit for a position is to address the requirements of the job description at the beginning of the Cover Letter, and to use similar key words. This CL would be a nice fit for a position that requires the use of **innovative methodologies** to address current research questions in **cancer biology**. It would also address the need for a strong research vision, since the vision is listed first, and for a **collaborative** approach.

Dear Professor Rabu, August 19, 2015

I am writing to apply for the Assistant Professor position (Job ID#13456) in the Department of Biology at University of California, Los Angeles. I am currently a postdoctoral scholar working with Dr. Ju Cheng in the Department of Physiology and Cell Biology in the Center of Cell Signaling at the University of California San Francisco. My research focuses on the role of protein XYZ in the development of pancreatic cancer, and involves the use of a novel biological assay, which I developed at UCSF. I am enthusiastic about contributing to your growing and innovative department.

Indicate which position you are applying for

Reputation: Advisor & institution

Fit

Fundability: Clear Vision

Reputation: Collaborators

Productivity: findings, publications, patents

Fundability: Past funding

Format: with hundreds of applications to read, faculty will need answers to their questions in the first paragraphs of the Cover Letter

Fundability: Clear Vision

Productivity: findings, publications

Fundability: Past funding

Fit

Pages get last: indicate total number of pages

See annotated materials: [bit.ly/Sample-Resources](http://bit.ly/Sample-Resources)

# Research Statements for Rs

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

Research  
statement  
rubric for R:  
[bit.ly/  
ACRARS-R](https://bit.ly/ACRARS-R)

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	Excellent (3)
<b>CONTENT</b>	
<b>Research Vision</b>	Candidates proposes to address an exciting research question or to develop a cutting edge methodology that can help fill important gaps in the disciplinary knowledge of their field
<b>Research feasibility with available resources</b>	Candidate demonstrates the ability to develop a research program within the limitations of the start-up funds and resources of a Junior PI. Candidate also demonstrates the ability to independently manage and run the equipment required for their research program. Research program is feasible in the institution's research and geographic environment (which include some minor constraints specific to the institution or department).
<b>Research Strategy</b>	Research plan is broken down into smaller, realistic projects that use methods that are appropriate for the question and the candidate demonstrates that this plan is feasible through prior work
<b>Independence</b>	Candidate demonstrates that the research program constitutes its own "niche" independent from their advisor's.
<b>Leadership</b>	Candidates should, at the very least, demonstrate the technical knowledge to conduct the proposed research independently of the members of their postdoctoral laboratory as well as the ability to take leadership in developing new research questions and envision alternative approaches, or developing new collaborations.
<b>Fundability of vision</b>	The proposed research program must be ambitious and impactful enough to be funded by an R01 grant, it includes creative ideas and discusses the potential impact on their field.
<b>Fundability of strategy</b>	The proposal includes a plan that include specific aims for large grants beyond the first R01 grant.
<b>Background</b>	Candidate includes details related to their specific focus (methodology, results and implications) and references to relevant, related work and publications.
<b>Fit for the position</b>	Candidate addresses the specific, research-related qualifications set out in the institution's job posting (for e.g. research focus or methodological approaches), and shows potential synergies with other researchers at that institution.
<b>Securing and managing resources</b>	Candidate describes specific plan for securing resources needed (i.e. space, equipment, staff, collaborators)

# Research Statements for RTs

- **Fit:** Is this institution the candidate's backup plan? Does he/she know what we are about (students)? Can he/she work effectively with our faculty members?
- **Feasibility with resource limitations:** Does the candidate understand our resource limitations, and can they work with them?
- **Undergraduate research experiences:** Is the research tailored to the range of capacity of undergraduates? Can it spark the interest of our students? Could the candidate mentor our students effectively?



Sample  
statements:  
**[bit.ly/  
Sample-  
Resources](https://bit.ly/Sample-Resources)**

# Teaching Statements

- 1-2 pages, depending on importance of teaching for the position
- 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 for RT:  
[bit.ly/ACRATS-RT](https://bit.ly/ACRATS-RT)

Science Teaching Effectiveness Program for Upcoming				
Teaching Statement Rubric				
		Excellent (3)	Adequate (2)	N
1	Structure, Language and Formatting	1-2 pages in length, uses first person viewpoint, has a clear structure with cohesive theme that engages the reader, provides specific examples in a concise manner, and avoids technical or discipline-specific jargon	Is lacking in one or two areas	Is n
2	Teaching Philosophy and Strategies	Candidate clearly demonstrates an interest in teaching, and can provide specific examples of educational approaches that are grounded in the literature and that would serve the learning needs of the institution's specific student population	Candidate shows interest in teaching and can suggest general educational approaches that would serve the learning needs of the institution's student population	C
3	Learning Goals	Candidate clearly expresses what they appreciate about teaching in their own discipline, and outlines learning goals that are specific to the discipline, clearly articulated, and concise	Candidate expresses their appreciation for teaching in their own discipline, but their learning goals are vague, too broad to be effective, or not specific to the discipline	C
4	Teaching Methods and Communication Abilities	Candidate demonstrates an ability to present science to non-PhD students in a student-centered way, using evidence based teaching methods that are clearly connected to specific learning goals	Candidate demonstrates an ability to present science clearly and effectively, and can spark the interest of scientists outside of the subfield and non-PhD students, teaching methods are addressed vaguely, but not well-developed or connected to specific learning goals	C

# Diversity Statements

Commitment and Ability to Serve a Diverse Student Population

Candidate's commitment to serving diverse students is not a significant contributor to hiring decisions at this institution.	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 taught diverse populations of students.	Level 2 & Candidate has used strategies to support learning of diverse populations of students.	Level 3 & Candidate can articulate a personal experience with equity or social justice that inspires them to improve learning experiences of diverse populations of students. (6)
Required	33%		33%	33%
Not Required	33%	42%	25%	

Sample statements:  
[bit.ly/Sample-Resources](https://bit.ly/Sample-Resources)

Questions?

# You did it!

1

Know your strengths and weaknesses as a faculty candidate

2

Set up an effective search process for a faculty position

3

Develop application materials that emphasize your strengths

4

Get recommendations that confirm strengths and address gaps

5

Get feedback on your application materials

August  
24  
5-6:30

August  
27  
3-6



Step 4  
Applying

# Getting recommendations that confirm strengths and address gaps

Tuesday August 24, 5 - 6:30 p.m.

**UCSF** Office of Career and  
Professional Development  
Student Academic Affairs





# How will you present your strengths? 15 min total.

## **4 minutes per person**

1. Describe your strengths for the positions you're applying to
2. Describe how you will highlight those strengths in your application materials
3. Ask for advice on strengths you are not sure how to showcase.