Exploring and Preparing for Faculty Careers

What are the expectations for graduate and postdoctoral training?
What skills do you need to get a faculty position?

Delivered by: Rachel Care, PhD
Interim Program Director for Academic Careers
Office of Career and Professional Development
University of California, San Francisco

Developed by: Laurence Clement, Jennie Dorman,
career.ucsf.edu
Funded by: Burroughs Wellcome Fund
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What skills do you need to get a faculty position?

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Poll: Who am I talking to today?

Developed by: Laurence Clement, Jennie Dorman,
career.ucsf.edu
Funded by: Burroughs Wellcome Fund
Questions we often get

Since I passed my quals, I have felt lost. I am not sure that I am spending my time on the right things, or that I am making enough progress in the lab.

I rarely meet with my PI, so I am not sure if I am on the track to success.

I want to get teaching experience, but my PI doesn't want me to. What should I do?

Do I really need to apply to a K99 award to get a faculty position?

What should I be spending my time doing in the next 6 months?
The reason?
The reason?

Graduate and postdoctoral trainees should have clear objectives that are tailored to their career interests:

Career-Based Training Goals

Without these goals, trainees will be struggling to prepare adequately for the careers of their choice.
What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
How will you know you are ready to start applying for this career?
What evidence of readiness do hiring committees look at?
What learning experiences do you need to achieve these goals?
What activities should you prioritize to better prepare?
It's more complicated!

**What is your career goal?**

What should be the outcome of your time in graduate/postdoctoral training?

**How will you know you are ready to start applying for this career?**

What evidence of readiness do hiring committees look at?

**What learning experiences do you need to achieve these goals?**

What activities should you prioritize to better prepare?

**What is your career goal?**

What should be the outcome of your time in graduate/postdoctoral training?
It's more complicated!

ACTIVITIES

You have only a limited amount of time outside the bench: what experiences should you prioritize?

EVIDENCE

Each type of position requires different types of evidence of ability or competency.

OUTCOME

There are multiple types of faculty positions in the U.S.
goals for today's session

ACTIVITIES

Be able to use the Academic Career Readiness Assessment (ACRA) tool to determine what skills and experiences you will need to further develop to be competitive for a faculty position

EVIDENCE

Be able to list the qualifications hiring committees really look at when making their hiring decisions

OUTCOME

Be able to differentiate between different types of institutions in the US, based on their Carnegie category.
Types of Institutions Where You Could Be a Faculty In the US

What it takes to get tenure there

And what environment it provides for research and teaching
Research-Intensive Institutions (R1)
RESEARCH-INTENSIVE INSTITUTIONS (R1s*)

ENVIRONMENT:

- Access to graduate students and postdoctoral scholars
- Access to high research budget, state-of-the-art facilities & equipment
- Peers are often renowned scientists, Institutional prestige
- Low teaching load
RESEARCH-INTENSIVE INSTITUTIONS (R1s*)

TO GET TENURE AT THIS TYPE OF INSTITUTION:

- Large grants
- Regular publications in high-impact journals
- National & international recognition and collaborations

*The Carnegie Classification of Institutions of Higher Education™
Poll: What proportion of U.S. institutions are R1 institutions?
What proportion of U.S. institutions are R1 institutions?

A. 2.5%
B. 22.5%
C. 42.5%
D. 62.5%
Answer: 2.5%
Source: The Carnegie Classification of Institutions of Higher Education™
http://carnegieclassifications.iu.edu/index.php
4,665 higher education institutions in the U.S.
4,665 higher education institutions in the U.S.

Source: The Carnegie Classification of Institutions of Higher Education™
http://carnegieclassifications.iu.edu/index.php
Research- and Teaching-Focused Institutions (RT)

Rhodes College, Memphis, Tennessee
Liberal Arts College (or Baccalaureate* College)
Private, Non-Profit
Research- and Teaching-Focused Institutions (RT)

San Francisco State University
M1 institution: Master's Colleges & Universities: Larger Programs
ENVIRONMENT

- Focus on Students’ Learning Experience
- Access primarily to undergraduates
- Research projects seen as learning experiences for students
- Significant teaching load and emphasis on teaching quality
- Diversity of the student body varies widely across RT institutions
Research- and Teaching-Focused Institutions (RT)

To get tenure at this type of institution:

- Balancing research with a significant teaching load
- Publication and funding expectations vary widely across institutions (from R1-level to very low requirements)
- Startup budget vary
- High teaching and mentoring expectations
Teaching-Only Institutions (T)

Community College (or Associate’s College) Public

Kingsborough Community College, New York, NY
ENVIRONMENT:
● No research at all, except for students, through internship experiences
● Very high teaching load for the faculty
● Student body is extremely diverse
Teaching-Only Institutions (T)

To get **tenure** at this type of institution:

- Teaching effectiveness, support of diverse student needs, and collegiality are important.
- Tenure is usually more of a formality: selection happens at the hiring level.
Research-Intensive Institutions (R)

Research & Teaching Focused (RT)

Teaching-Only Institutions (T)

How to get tenure at these institutions

Research

Teaching & diversity
Research-Intensive Institutions (R)

Research & Teaching Focused (RT)

Teaching-Only Institutions (T)

Poll: Which faculty positions are more appealing to you?
What is your career goal?

What should be the outcome of your graduate/postdoctoral training?

What learning experiences do you need to achieve these goals? What activities should you prioritize to better prepare?

What evidence of readiness do hiring committees look at? How will you know you are ready to start applying?
What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
What evidence of readiness do hiring committees look at?
What learning experiences do you need to achieve these goals? What activities should you prioritize to better prepare?
What is your career goal? What should be the outcome of your time in graduate/postdoctoral training?
What does it take to get hired at these institutions?
How to get hired at these institutions:

The Academic Career Readiness Assessment (ACRA)

“What are the significant contributors to hiring decisions?”

Research-Intensive Institutions (R)

n=4 faculty (5 institutions)
validated by 38 faculty

Research & Teaching Focused (RT)

n=9 faculty (10 institutions)
validated by 22 faculty

Teaching-Only Institutions (T)

n=4 faculty (4 institutions)
validated by 11 faculty
Different institutions have different hiring priorities.
Download ACRA: bit.ly/ACRA2020

Learn more: career.ucsf.edu/ACRA
# The Academic Career Readiness Assessment (ACRA)

## Qualification

### Teaching Practices

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T institutions</strong> (n=11)</td>
<td>18%</td>
<td>27%</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>RT institutions</strong> (n=22)</td>
<td>14%</td>
<td>26%</td>
<td>32%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>R institutions</strong> (n=38)</td>
<td>32%</td>
<td>11%</td>
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</tbody>
</table>

### Teaching Experience

<table>
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<tr>
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<td>9%</td>
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<tr>
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<td>27%</td>
<td>36%</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td><strong>R institutions</strong> (n=38)</td>
<td>21%</td>
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</tbody>
</table>

### Commitment and Ability to Serve a Diverse Student Population

<table>
<thead>
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<th>Level 4</th>
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<td>9%</td>
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<tr>
<td><strong>RT institutions</strong> (n=22)</td>
<td>32%</td>
<td>9%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>R institutions</strong> (n=38)</td>
<td>52%</td>
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</tbody>
</table>

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career.ucsf.edu/ACRA
Inclusion of Undergraduate Research Experiences in Research Plan

<table>
<thead>
<tr>
<th>Candidate demonstrates a clear understanding that they will be working with undergraduate and/or Master's students.</th>
<th>Level 1 &amp; Candidate understands the implications of doing research with non-PhD students on scope of project.</th>
<th>Level 2 &amp; Research plan is specifically tailored to the institution's undergraduate and/or Master's population.</th>
<th>Level 3 &amp; Candidate is able to propose projects of different calibers for different student populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>9%</td>
<td>9%</td>
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</tr>
<tr>
<td>RT</td>
<td>18%</td>
<td>55%</td>
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<tr>
<td>R</td>
<td>5%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

Experience Conducting Research with Students

<table>
<thead>
<tr>
<th>Candidate can articulate a scientific mentoring philosophy that meets the needs of the non-PhD student population served by this institution.</th>
<th>Level 1 &amp; Candidate has experience conducting research with non-PhD students</th>
<th>Level 2 &amp; Research conducted with non-PhD students produced preliminary data.</th>
<th>Level 3 &amp; Data produced by non-PhD students was included in a scientific poster or paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>27%</td>
<td>18%</td>
<td>9%</td>
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<tr>
<td>RT</td>
<td>48%</td>
<td>55%</td>
<td>9%</td>
</tr>
<tr>
<td>R</td>
<td>16%</td>
<td>36%</td>
<td>3%</td>
</tr>
</tbody>
</table>

career.ucsf.edu/ACRA
<table>
<thead>
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<th>Level 3</th>
<th>Level 4</th>
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</thead>
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<tr>
<td><strong>Research Feasibility with Available Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates ability to develop a research program within the limitations of the start-up funds.</td>
<td>9%</td>
<td>9%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Candidate 1 &amp; Candidate demonstrates the ability to independently manage and run the equipment required for their research program.</td>
<td>14%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate 2 &amp; Research program is feasible in the institution's research and geographic environment, which includes some minor constraints.</td>
<td>9%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate 3 &amp; Research plan is tailored to the non-R1 institution's highly limited resources.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>T institutions (n=11)</td>
<td>9%</td>
<td>9%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>RT institutions (n=22)</td>
<td>14%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R institutions (n=38)</td>
<td>9%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbal Communication of Research</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can present research clearly and effectively to labmates.</td>
<td>9%</td>
<td>9%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Can present science clearly to scientists in the same sub-discipline (for example, to other microbiologists).</td>
<td>14%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can present science clearly and effectively to scientists outside of subfield.</td>
<td>9%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T institutions (n=11)</td>
<td>9%</td>
<td>9%</td>
<td>35%</td>
<td>23%</td>
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<td>14%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R institutions (n=38)</td>
<td>9%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Publications</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate has produced a few papers, regardless of authorship or impact.</td>
<td>9%</td>
<td>18%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Candidate has produced first author papers during postdoc and (12) PhD (regardless of impact)</td>
<td>64%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate has produced first author papers during postdoc and (12) PhD, with at least one paper contributing significantly to the field (14).</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate has produced first author papers during postdoc and (12) PhD, at least one of which was published in Cell, Nature, or Science (15).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T institutions (n=11)</td>
<td>9%</td>
<td>18%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>RT institutions (n=22)</td>
<td>64%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R institutions (n=38)</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Research Vision & Strategy

<table>
<thead>
<tr>
<th>Requirement</th>
<th>T institutions (n=11)</th>
<th>RT institutions (n=22)</th>
<th>R institutions (n=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 &amp; There is an interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years.</td>
<td>9%</td>
<td>41%</td>
<td>13%</td>
</tr>
<tr>
<td>Level 2 &amp; The research question is broken down into smaller, feasible projects that use appropriate methods to answer the question.</td>
<td>18%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>Level 3 &amp; The candidate has demonstrated experience successfully implementing this or a similar vision independently.</td>
<td>15%</td>
<td>15%</td>
<td>34%</td>
</tr>
</tbody>
</table>

# Funding Plan

<table>
<thead>
<tr>
<th>Requirement</th>
<th>T institutions (n=11)</th>
<th>RT institutions (n=22)</th>
<th>R institutions (n=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate can suggest specific funding agencies and program names to fund proposed research program.</td>
<td>9%</td>
<td>45%</td>
<td>8%</td>
</tr>
<tr>
<td>Level 1 &amp; Proposed research program is ambitious and impactful enough to be funded by an R01 grant.</td>
<td>9%</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>Level 2 &amp; Candidate has developed specific aims that can be realistically achieved with a first R01 grant.</td>
<td>45%</td>
<td>34%</td>
<td>3%</td>
</tr>
</tbody>
</table>

# Research Independence

<table>
<thead>
<tr>
<th>Requirement</th>
<th>T institutions (n=11)</th>
<th>RT institutions (n=22)</th>
<th>R institutions (n=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate has the technical expertise to run their proposed research program independently.</td>
<td>0%</td>
<td>59%</td>
<td>11%</td>
</tr>
<tr>
<td>Level 1 &amp; Candidate shows ability to lead a research program, by developing own ideas and new collaborations independently.</td>
<td>27%</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>Level 2 &amp; Candidate's proposed research program does not appear to be in competition with their current advisor's.</td>
<td>23%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>Level 3 &amp; Candidate can provide evidence of independence through advisor's recommendation letter.</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>Enthusiastic and personalized recommendations from both PD and PhD advisors. (25)</td>
<td>Level 1 &amp; letters from other respected scientists who are well known by the search committee AND who know the candidate well. (26)</td>
<td>Level 2 &amp; letters emphasize candidate’s ability to be successful as a principal investigator.</td>
</tr>
<tr>
<td>T institutions (n=11)</td>
<td>27%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>RT institutions (n=22)</td>
<td>59%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>R institutions (n=38)</td>
<td>24%</td>
<td>5%</td>
<td>32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Collegiality</strong></th>
<th>Candidate demonstrates the ability to interact with colleagues in a professional manner.</th>
<th>Levels 1 &amp; Candidate demonstrates the interpersonal skills well-suited for the department's culture. (27)</th>
<th>Level 2 &amp; Candidate demonstrates willingness to share ideas and resources with colleagues. (28)</th>
<th>Level 3 &amp; Candidate demonstrates the ability to develop collaborative projects with colleagues. (29)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>91% Required</td>
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<tr>
<td>RT</td>
<td>5%</td>
<td>41%</td>
<td>27%</td>
<td>77% Required</td>
</tr>
<tr>
<td>R</td>
<td>16%</td>
<td>13%</td>
<td>42%</td>
<td>76% Required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fit</strong></th>
<th>Candidate has sought experiences that align with the institution's teaching/ research mission. (30)</th>
<th>Level 1 &amp; Research or teaching disciplines meet the needs of the department. (31)</th>
<th>Level 2 &amp; Candidate has the ability and determination to handle the high workload. (32)</th>
<th>Level 3 &amp; Candidate highlights potential synergies with others in department or institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>18%</td>
<td>45%</td>
<td>9%</td>
<td>82% Required</td>
</tr>
<tr>
<td>RT</td>
<td>55%</td>
<td>23%</td>
<td>18%</td>
<td>95% Required</td>
</tr>
<tr>
<td>R</td>
<td>5%</td>
<td>18%</td>
<td>32%</td>
<td>82% Required</td>
</tr>
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career.ucsf.edu/ACRA
The Academic Career Readiness Assessment: Clarify Training Expectations for Future Biomedical Life Scientists

Laurence Clement, Jennie B. Dorman, and Richard McGee

Adele Wolfson, Monitoring Editor

Published Online: 26 May 2020 | https://doi.org/10.1187/cbe.19-11-0235
R institutions
Significant contributors to hiring decisions

Publications:
Impact is what matters (not necessarily impact factor)

Grants and fellowships:
Not required BUT may help indirectly because a Funding Plan is important

Recommendations:
From advisors and PIs
Need to be stellar

Research program:
Clear vision and strategy
Fundable research plan
Independence

Fit for position
This is less essential, but in some instances, the research field will matter for the position
Possible synergy with colleagues may matter
RT institutions
Significant contributors to hiring decisions

Fit for position
Disciplinary fit in teaching,
No overlap with other faculty in research
Don’t want to be your backup plan

Research program:
Feasibility with limited resources
Undergraduates must be included

Verbal communication:
Spikes interest of non-experts and undergraduates

Teaching:
Experience - involvement matters
Teaching Potential matters

Publications:
Variable - depends on the teaching/research balance

Collegiality:
Are you a good colleague? Can you share?
T institutions
Significant contributors to hiring decisions

**Fit for position**
Disciplinary fit in teaching matters: can you teach what we need you to teach?

**Collegiality:**
Are you a good colleague? Can you share?

**Teaching:**
Experience - involvement matters
Teaching Potential matters

**Commitment to Diversity:**
Respect, Authenticity
Reflectiveness, Experience
To summarize
Significant contributors to hiring decisions

R  Productivity &
   Long-term fundability

RT Learning needs of
    students (research
    and classroom)

T  Learning needs of
    students from all
    backgrounds
What is your career goal?

What should be the outcome of your time in graduate/postdoctoral training?

What evidence of readiness do hiring committees look at?

What learning experiences do you need to achieve these goals? What activities should you prioritize to better prepare?
ACTIVITIES

What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
What evidence of readiness do hiring committees look at?
How will you know you are ready to start applying?
What learning experiences do you need to achieve these goals?
What activities should you prioritize to better prepare?

EVIDENCE

What is your career goal?
What evidence of readiness do hiring committees look at?
How will you know you are ready to start applying?

OUTCOME

What should be the outcome of your time in graduate/postdoctoral training?
Use the ACRA survey to self-assess

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Your level</th>
<th>ACRA target level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Experience</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Practices</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Publications</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>


Identify the qualifications you have achieved
Identify the qualifications where you need to grow
Use the ACRA survey to self-assess

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<td>3</td>
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<tr>
<td>Publications</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Identify the qualifications you have achieved

Identify the qualifications where you need to grow

What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
What evidence of readiness do hiring committees look at?
How will you know you are ready to start applying?
What learning experiences do you need to achieve these goals?
What activities should you prioritize to better prepare?
What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
Next step

ACTIVITIES
What learning experiences do you need to achieve these goals?
What activities should you prioritize to better prepare?

EVIDENCE
What evidence of readiness do hiring committees look at?
How will you know you are ready to start applying?

OUTCOME
What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
Qualification | Your level | ACRA target level
---|---|---
Teaching Experience | 4 | 3
Teaching Practices | 1 | 3
Publications | 2 | 2

**Top 4 qualifications** | **Activity**
---|---
Teaching Practices | Register to STEP-UP course in May

**Recommendations**
1. Schedule a counseling appointment to discuss current relationship with my PI
2. Reach out to faculty I met at the conference last September and ask them for feedback on my research plans

*Use the ACRA survey: Make a training plan*
OCPD’s programs map to the ACRA qualifications.
Research & Teaching Focused Faculty Positions

Undergraduate Research Experiences in Research Plan
Experience Conducting Research with Students

Inclusive Research Mentor Course
Learn to mentor inclusively

Inclusive Mentoring Fellows
Hire a CCSF Intern
Research & Teaching Focused Faculty Positions

Research Focused Faculty Positions

Planning Your Academic Career
Course: Developing your independent research program
Graduate students may receive credit as GRAD 201

Planning Your Academic Career
Video series: Applying for faculty positions
Workshop: Getting feedback on your application materials

Verbal Communication of Research
Next step
Discuss your training plan with your PI and other mentors

Watch Step 5 video for sample language to use before and during this meeting

Watch the video: bit.ly/exploringstep5

What is your career goal? What should be the outcome of your time in graduate/postdoctoral training?

What evidence of readiness do hiring committees look at? How will you know you are ready to start applying?

What learning experiences do you need to achieve these goals? What activities should you prioritize to better prepare?
ACTIVITIES

What is your career goal?
What should be the outcome of your time in graduate/postdoctoral training?
What evidence of readiness do hiring committees look at?
How will you know you are ready to start applying?

What learning experiences do you need to achieve these goals?
What activities should you prioritize to better prepare?

Next step
Discuss your training plan with your PI and other mentors

Watch Step 5 video for sample language to use before and during this meeting

Watch the video: bit.ly/exploringstep5

Talk to us: career.ucsf.edu/appointments
Apply, Step 1: Assess your strengths and weaknesses as a faculty candidate

What will you do next?

Schedule **20 minutes** to take the survey

Watch the Step 5 video (only **8 minutes**)!

Join the Faculty Career Series: [bit.ly/FacultyCareerSeries](http://bit.ly/FacultyCareerSeries)

Talk to an OCPD counselor: [career.ucsf.edu/appointments](http://career.ucsf.edu/appointments)

Reach out to me: [rachel.care@ucsf.edu](mailto:rachel.care@ucsf.edu)

Apply, Step 2: Set up an effective job search

Programs next week

Schedule 20 minutes to take the survey

Watch the Step 5 video (only 8 minutes!)

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