# Planning Your Faculty Career

**Faculty Career Series**  
*Virtual Edition*

<table>
<thead>
<tr>
<th>Prepare</th>
<th>Apply</th>
<th>Interview</th>
<th>Negotiate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Resources</td>
<td>Resources</td>
<td>Resources</td>
</tr>
<tr>
<td>Workshops</td>
<td>Workshops</td>
<td>Workshops</td>
<td>Workshops</td>
</tr>
<tr>
<td>Counseling</td>
<td>Counseling</td>
<td>Counseling</td>
<td>Counseling</td>
</tr>
<tr>
<td>Video series</td>
<td>Video series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All of our faculty career resources:  
[bit.ly/FacultyCareer](https://bit.ly/FacultyCareer)
The job application process in academia

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)

6. Job Offer & Negotiation (1 week - 2 months)
The job application process in academia

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

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Administrator receives all applications: 1st round of selection from 100-600 applicants to 50
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     1st round of selection from 100-600 applicants to 50
   - 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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   - To confirm meeting of selection criteria and compare candidates.
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   - 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

Offer made to top candidate. Visit to view lab space, visit homes, interview spouse
Today, we will focus on these 3 steps

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The COVID timeline?

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4 important components of the faculty interview

1:1 interviews with faculty

Job Talk

Chalk Talk

Teaching Demo
4 important components of the faculty interview

**Goal:**
To confirm the search committee’s assessment of your:

- accomplishments
- potential
- fit for the position
4 important components of the faculty interview

Goal:
To confirm the search committee’s assessment of your:
- accomplishments
- potential
- fit for the position

Specifically what the faculty will be looking for varies depending on the type of faculty position.

See career.ucsf.edu/acra
ACRA

Clarifying Training Expectations for Future Faculty
In the Life Sciences

“What are the significant contributors to hiring decisions?”

Research-focused (R)
  n=4 faculty
  validated by 38 faculty

Research and teaching (RT)
  n=9 faculty
  validated by 22 faculty

Teaching-focused (T)
  n=4 faculty
  validated by 11 faculty
The Academic Career Readiness Assessment: Clarifying Hiring and Training Expectations for Future Biomedical Life Sciences Faculty

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

Abstract

We describe here the development and validation of the Academic Career Readiness Assessment (ACRA) rubric, an instrument that was designed to provide more equity in mentoring, transparency in hiring, and accountability in training of aspiring faculty in the biomedical life sciences. We report here the results of interviews with faculty at 20 U.S. institutions that resulted in the identification of 14 qualifications and levels of achievement required for obtaining a faculty position at three groups of institutions: research intensive (R), teaching only (T), and research and teaching
“What are the significant contributors to hiring decisions?”

Research-focused (R)  
n=4 faculty  
validated by 38 faculty

Research and teaching (RT)  
n=9 faculty  
validated by 22 faculty

Teaching-focused (T)  
n=4 faculty  
validated by 11 faculty

career.ucsf.edu/ACRA
4 important components of the faculty interview

1:1 interviews with faculty

**Goal:**
To confirm the search committee’s assessment of your:

- **accomplishments**
  - What was your contribution to this impactful paper you published?

- **potential**
  - What is your vision for your future research lab and how fundable is the work?

- **fit for the position**
  - How will your research bring value to the department, and to your colleagues?
4 important components of the faculty interview

**Goal:**
To confirm the search committee’s assessment of your:

- **accomplishments**
  - What is your teaching experience like?
  - Have you mentored undergraduates in research?

- **potential**
  - How will you include undergraduates into your research plan? Do you know about evidence-based teaching practices?

- **fit for the position**
  - Can your research be done with limited resources? How collegial are you? Do you really want to be working primarily with undergraduates?

**RT institutions (like SFSU)**

1:1 interviews with faculty
4 important components of the faculty interview

**Resources:**

- **Your cover letter**
  - Plan a 2-3 minute talk about your strengths and fit for the position
  - Illustrative cover letter samples:
    - bit.ly/ACRACV2-R
    - bit.ly/ACRACV2-RT
- **List of real/common interview questions:**
  - bit.ly/OCPDfacultyinterview
  - Saez et al 2019, EJN
Make some progress in 16 minutes

**Option 1: Prep your 2-3 minute talk**
1. Open your cover letter
2. Highlight the things you want to mention
3. See examples if helpful
   - bit.ly/ACRACV2-R
   - bit.ly/ACRACV2-RT

**Option 2: Prep an interview question**
1. Open a list of interview questions:
   - bit.ly/OCPDfacultyinterview
2. Find an institution that matches one you have applied / will apply to
3. Consider your answer, or what you would need to think about
Make some progress in 16 minutes

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Option 2: Prep an interview question
1. Open a list of interview questions:
   ○ bit.ly/OCPDfacultyinterviewq
2. Find an institution that matches one you have applied / will apply to
3. Consider your answer, or what you would need to think about
Make some progress in 16 minutes

Option 1: Prep your 2-3 minute talk
1. Open your cover letter
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   - bit.ly/ACRACL-R

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1. Open a list of interview questions:
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2. Find an institution that matches one you have applied / will apply to
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Put an * in front of your name if you don’t want to be in a group

8 minutes on your own

8 minutes in groups

*or continue on your own
4 important components of the faculty interview

Overview:

- 45-60 minutes
- Similar to a scientific seminar
  - Cohesive story of work from graduate/postdoc
  - What of that will become your research program
- Audience of trainees, faculty, administrators, within subfield and outside subfield
- Your overall vision for the future
4 important components of the faculty interview

**Goal:**

To assess:

- the quality of your research
- your ability to communicate it effectively to your audience
  - enthusiasm
  - time-management
- your contribution to your projects
- your scientific knowledge and technical mastery
- your overall vision for the future
4 important components of the faculty interview

Resources:

- Your own experience - you’ve seen these!
- Feedback
  - From lab group + faculty
  - From an audience outside your subfield
- bit.ly/OCPDFacultyInterview
4 important components of the faculty interview

**Overview:**

- Usually on a whiteboard, no slides
- Audience is search committee, maybe other faculty, often no trainees
- Discussion format - faculty will ask questions throughout
- Focus is on your future plans
  - Short overview of job talk content
  - Both short-term and long-term plans
  - “Realistic and ambitious”
4 important components of the faculty interview

Goal:

To assess:
- your ability to design long-and short-term projects
- the quality and fundability of your projects
- the level of risk you may be willing to take
- your ability to communicate your vision
- your ability to communicate effectively with departmental faculty (and think on your feet)
- your ability to withstand criticism or challenge
- your potential for scientific leadership
4 important components of the faculty interview

Resources:

- bit.ly/OCPDfacultyinterview
  - Recording of chalk talk demo
  - ASCB article lays out a format
- The chair of the search committee
  - Ask about format, timing, audience, expectations
- Practice!
  - Ideally with a mock faculty panel
4 important components of the faculty interview

Goal:

To assess:

- your ability to design a 1-hour lesson plan
- your ability to present content in an engaging manner
- your classroom management strategies
- your use of inclusive practices
- your ability to meet the students where they are
4 important components of the faculty interview

- 1:1 interviews with faculty
- Job Talk
- Chalk Talk
- Teaching Demo
5 important components of the faculty interview

1:1 interviews with faculty

Job Talk

Chalk Talk

Teaching Demo

Your questions
Goal:

To learn:

- whether the institution (and specifically the department) is a good environment for you
- what the expectations are for promotion/tenure
5th important component!

Resources:

- Self-reflection and conversations with others involved in the decision
- Using the Interview to Avoid a Bad Fit
- Negotiating for a Faculty Position
  - Slides
  - Workshop November 18
- Sample budgets
5th important component!

Using the Interview to Avoid a Bad Fit crash course:

- Ask open-ended questions that allow people to explain what is true for them
  - Look for details and facts, not adjectives

- Ask the same question to different people
  - Chair, senior faculty, junior faculty, trainees
  - Look for consistency, not candor

bit.ly/OCPDinterview
5th important component!

Negotiating for a Faculty Position crash course:

- Frame your needs in service of productivity necessary to achieve tenure requirements
- Learn about the experience of new faculty
  - Cost of living
  - Renovation timelines
  - Teaching requirements
  - Timeline of hiring process
  - Any advice

bit.ly/OCPDfacultyneg
bit.ly/clementnov17a
Make some progress in 16 minutes

**Option 1: What’s a good fit for you?**
1. Reflect on environments in which you’ve experienced belonging, engagement, and achieved your goals
2. What people, programs, support, systems, values, community, etc were present in those environments?
3. How will you ask faculty about those things?

**Option 2: What info do you want to gather?**
1. Open negotiation checklist:
2. Choose topics that are important to you
Additional resources

bit.ly/OCPDfacultyinterview

Plus these slides soon!
Additional resources

bit.ly/OCPDfacultyinterview
Our panel

Aparna Bhaduri, PhD
Assistant Professor, UCLA
(Previously: Kriegstein Lab, UCSF)

Melissa Dvorsky, PhD
Assistant Professor, George Washington University
(Previously: Clifford Attkisson Clinical Services Research Training Program, UCSF)

Beverly Piggott, PhD
Assistant Professor, University of Montana
(Previously: Jan Lab, UCSF)

Serena Sanulli, PhD
Assistant Professor, Stanford University
(Previously: John Gross Lab, UCSF)
Questions panelists answer

1. Which component of your interviews were online, and for how many institutions?
   How did you do it and how was it different from the in-person interviews (if you did it)?

2. What was the biggest challenge about interviewing online? What was surprising? How would you recommend people prepare for the interview?
Interviewing for Faculty Positions Online

Prepare | Apply | Interview | Negotiate

Faculty Candidate
Department of Pharmacology

Jane Andrews, Ph.D.
Postdoctoral Fellow
Department of Medicine
University of California San Francisco

Monday, February 13 (cont’d)

3:30-4:15PM
Matthew Broderick, PhD, Associate Professor of Chemistry
522 Antheil Hall

4:15-5:00PM
Arlin Speyer, PhD, Assistant Professor of Pharmacology
8401 Science Building

5:00PM
The Search Committee will escort Dr. Andrews to the University Inn

6:15PM
The Search Committee will pick Dr. Andrews up for dinner

6:30PM
Dinner

Italiana (657-5005)
John Johnson, PhD, Associate Professor of Pharmacology; Member of Search Committee
Bill Jerns, PhD, Associate Professor of Pharmacology; Member of Search Committee
Fred Adams, PhD, Assistant Professor of Biology

Additional resources
bit.ly/OCPDfacultyinterview
Questions