What Comes Next: Find Your Next Position

Prepare | Apply | Interview | Negotiate

Application materials for faculty positions

Ray Care, PhD
Program Director, Office of Career and Professional Development

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Prepare Apply Interview Negotiate

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Learn more about this series: tiny.ucsf.edu/WCN

The faculty job application timeline

- 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

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Faculty career resources are always available:

tiny.ucsf.edu/facultycareer

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Administrator receives all applications:

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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2. Application

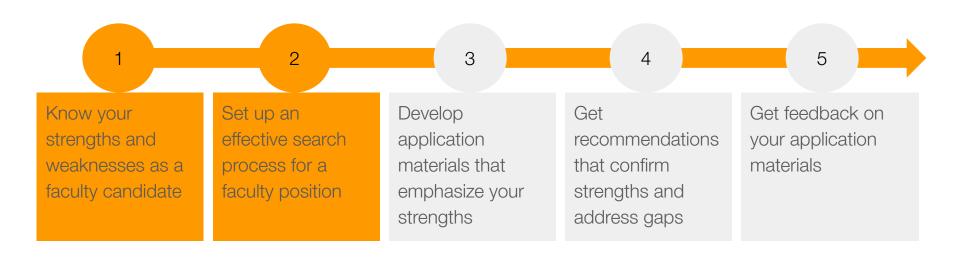
Faculty hiring committee meets: 2nd round of selection from 50 to 5-10 top candidates

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

- 5. Second visit (1-3 days) sometimes
- 6. Job Offer & Negotiation (1 week 2 months)

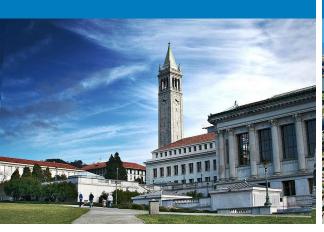
Our process for preparing and applying for faculty jobs



Research-Intensive Institutions (R)

Research & Teaching Focused (RT)

Teaching-Only Institutions (T)







"What are the significant contributors to hiring decisions?"

n=4 faculty (5 institutions) validated by 38 faculty n=9 faculty (10 institutions) validated by 22 faculty

n=4 faculty
(4 institutions)
validated by 11 faculty

What are institutions looking for when they hire faculty?

ACRA

Clarifying Training Expectation for Future Faculty

In the Life Sciences

Download ACRA and read our paper:

career.ucsf.edu/ ACRA Poll:

Have you assessed your strengths with ACRA?



Office of Career & Professional Developmen Poll:

Have you assessed your strengths with ACRA?

Hiiiighly recommend doing that!

tiny.ucsf.edu/ ACRA1



Office of Career & Professional Developmen Student Assismic Atlairs

R institutions

Significant contributors to hiring decisions



Research program:

Clear vision and strategy Fundable research plan Independence



Publications:

<u>Impact</u> is what matters (not necessarily impact factor)



Recommendations:

From advisors and Pls Need to be stellar



Grants and fellowships:

Not required BUT may help indirectly because a **Funding Plan is important**



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?

Tinstitutions

Significant contributors to hiring decisions



Fit for position

Disciplinary fit in teaching matters: can you teach what we need you to teach?



Teaching:

Experience - involvement matters
Teaching Potential matters



Collegiality:

Are you a good colleague? Can you share?



Commitment to Diversity:

Respect, Authenticity Reflectiveness, Experience

R ACRA checklist: Can you find this information in the CV or Cover Letter?

Publications: Productivity & Impact	
Candidate has produced first author papers during postdoc and PhD, with at least one paper contributing significantly to the field.	
(+) Has a Cell, Nature, Science paper	
Funding Plan	
Proposed research program is ambitious and impactful enough to be funded by an R01 grant.	
Fit for position	
Research fits the needs of the department	
(+) Potential synergies with others in department	
Research program	
1. Vision & Strategy	
Research program is exciting, with a clear direction	
(+) Interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years.	
2. Independence	
Candidate shows ability lead a research program, by developing own ideas and new collaborations independently.	
(+) Candidate's proposed research program does not appear to be in competition with their current advisor's.	

R checklist

RT ACRA checklist: Can you find this information in the CV or Cover Letter?

Teaching

- 1. Has been fully responsible for organizing and teaching a course
- (+) Multiple courses, with similar student population.
- 2. Has familiarity with the evidence supporting the use of active learning strategies in the classroom
- (+) Can use active learning strategies effectively

Diversity

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

(+) has immersed self in a diverse community, or has mentored, advised or has taught diverse students.

Fit for position

- 1. Sought experiences that align with the institution's teaching/research mission (don't want to be your backup plan)
- 2. Discipline fits the needs of the department
- (+) Potential synergies with others

Verbal communication of research

Can spike the interest of non-experts and undergraduates

Publications

Variable - depends on the teaching/research balance of the institution, and could be secondary to teaching experience at more teaching-focused RTs.

(+) has produced first author papers regularly during postdoc and PhD (regardless of impact)

Research program

Feasibility with limited resources

Research plan is specifically tailored to the institution's undergraduate and/or Master's population.

RT checklist

- 1. Download the checklist for the institution type you are applying to:
 - R institutions: bit.ly/ACRACHECK-R
 - **RT institutions:** bit.ly/ACRACHECK-RT
- 2. Read the checklist

- 1. Download the checklist for the institution type you are applying to:
 - R institutions: bit.ly/ACRACHECK-R
 - RT institutions: bit.ly/ACRACHECK-RT
- 2. Read the checklist
- 3. Open the sample cover letter for the institution type you are applying to:
 - R institutions: bit.ly/ACRA2020R
 - RT institutions: bit.ly/ACRA2020RT
- 4. Pretend you are on a hiring committee:
 - Take 2 minutes to read the sample cover letter I will time you
 - Try to find the strengths!

Download the checklist for we you are applying to: R institutions: bit.ly/

RT institutions:

- Read the checklis
- Open the sample
- STOP **R** institutions **RT** institution

you are applying to:

Pretend you are on

- Take 2 minutes to rea
- Try to find the strengths.

will time you

Download the checklist for

R institutions: bit.ly/

o RT institutions: b

- 2. Read the checklis
- 3. Open the sample
 - R institutions
 - RT institution

STOP

we you are applying to:

you are applying to:

Think/write/say: What strengths did you identify? What helped you identify them?

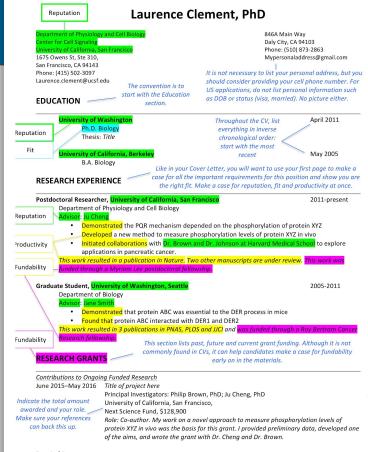
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CV

- 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/
SampleResources



Page 1 of 4

Cover Letter

- 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)



Research Statement for R

 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 COPYRIGHT 2017, Kelly Albus and Laurence Clement, Office of Career and Professional Dev

	Excellent (3)
CONTENT	
Research Vision	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
Research feasibility with available resources	Candidate demonstrates the ability to develop a research program within the limitations of the start-up funds and resources of a junior Pl. 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).
Research Strategy	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
Independence	Candidate demonstrates that the research program constitutes its own "niche" independent from their advisor's.
Leadership	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.
Fundability of vision	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.
Fundability of strategy	The proposal includes a plan that include specific aims for large grants beyond the first R01 grant.
Background	Candidate includes details related to their specific focus (methodology, results and implications) and references to relevant, related work and publications.
Fit for the position	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.
Securing and managing resources	Candidate describes specific plan for securing resources needed (i.e. space, equipment, staff, collaborators)

Research Statement for RT

- **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/
SampleResources

Teaching Statement

Teaching Practic	ces	Candidate shows awareness of their limited teaching abilities and is interested in developing teaching skills.	Level 1 & Candidate is familiar with the evidence supporting the use of active learning strategies in the classroom.	Level 2 & Candidate demonstrates that they can use active learning strategies effectively in the classroom.	Level 3 & Candidate reflects on own teaching effectiveness and uses an iterative process to teaching to improve curriculum (1).
т	91% Required	18%	27%	27%	18%
RT	91% Required	14%	36%	32%	9%
R	42%	32%	11%		
Teaching Experi	ence	Candidate has had significant responsibilities (2) as a	Candidate has been fully responsible for organizing (3) and	Candidate has been fully responsible for organizing (3) and	Candidate has been fully responsible for organizing (3) and

		responsibilities (2) as a teaching assistant.	organizing (3) and teaching a course.	organizing (3) and teaching a course with a comparable student population (4).	teaching a variety of courses (5) with a comparable student population (4).
T	100% Required	18%	18%	55%	9%
RT	86% Required	27%	36%	14%	9%
R	21%	21%			

Teaching Statement

 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

Science Teaching Effectiveness Program for Upcoming

Teaching Statement Rubric

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

Diversity Statement

Commitment and Ability to Serve a Diverse Student Population

C	andidate demonstrates
th	e sensitivity, respect
fo	r individuals of all
ba	ackgrounds, and the
in	terpersonal skills to
	teract with them.

27%

59% 32% Level 1 & Candidate has immersed self in a diverse community, or has mentored, advised or taught diverse populations of students.

9%

Level 2 & Candidate has Level 3 & Candidate can used strategies to support learning of diverse populations of students.

45%

3%

articulate a personal experience with equity or social justice that inspires them to improve learning experiences of diverse populations of students. (6) 9%

9%

3%

Т	82% Required
Т	82% Required
R	34%

Sample
writing
guide:
bit.ly/
Sample-

Resources

Questions? And a tiny break

Our process for preparing and applying for faculty jobs



The 3 ways you need faculty in your application process

Insider information

Sponsorship/ Recommendation

Feedback

The 3 ways you need faculty in your application process

Insider information

Sponsorship/ Recommendation

Feedback

Covered in last week's session

Covered in feedback sessions

Who are they?

- People who **know you**
- People who think highly of your work
- People who believe in your potential
- People who know the institution that you're applying to and potentially people in the department

What do they do?

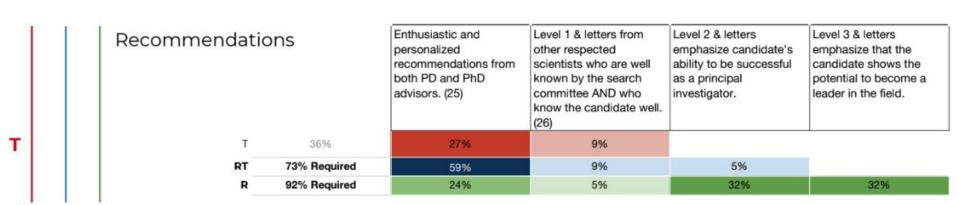
- They write recommendation letters
- They use their **network** for you
- They **call institutions** on your behalf

How does that help you?

- Stand out from the applicant pool
- Someone not involved in your training is seen as "impartial"

The Academic Career Readiness Assessment (ACRA)

Qualification Level 1 Level 2 Level 3 Level 4



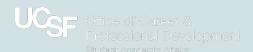
- 25. This enthusiasm is more impactful when expressed by a scientist who is not typically as enthusiastic about applicants, and when it is personalized, i.e. specifically describes the candidate, their accomplishments and their potential. In addition, having the recommender reach out directly to the search committee can be influential. Note that some RT (but no R) institutions have reported following up with candidates who are missing a recommendation letter from one of their PIs.
- 26. Either through personal connections or because the PI has a strong reputation in the field.

Poll:

Is it better if...?

They're a big name but don't know me well

They're not a big name, but they know me well



Ready to engage

- Postdoc advisor
- PhD advisor
- Undergraduate mentor
- Collaborator

Potential - you haven't spoken in a while

- K99 mentor
- Department chair
- Professor who chaired your panel at a conference

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Potential - you haven't spoken in a while

- K99 mentor
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What they can do

- Write a recommendation letter
- Write an email to the chair to explain a gap/weakness in your application
- Call a chair to speak highly of you when you submit
- Let you use their name
- Put you in touch with other people who can help you (ie, insider information)

Letters of recommendation: What should they say?

- Point out your strengths
- Have clear examples to illustrate their statements
- Justify reasons for gaps or weaker areas of your application that are out of your control
 - Better to come from them than from you
 - Explain that you were productive given the circumstances.
 - Impactful paper about to come out
 - Lack of recommendation from an advisor

Letters of recommendation: What you're aiming for

"Next generation of promising scientists prepared to make a significant impact on the field"

Letters of recommendation: What you're aiming for

"Next generation of promising scientists prepared to make a significant impact on the field"

Keep in mind

- People may have different ideas about the purpose of a recommendation letter
 - Champion
 - Honest assessment
- Cultural differences impact letter-writing style
 - American
 - European

Letters of recommendation: What you're aiming for

"Next generation of promising scientists prepared to make a significant impact on the field"

The British style:

'Jones is one of my PhD students. For a PhD student, his work is quite good. Indeed, I would even say it compares favourably with the work of some of my other PhD students.'

The American style:

'I have never recommended anyone more highly than this. Jones is, without doubt, the most agile thinker of his generation, and perhaps of any generation in living memory. I would like to say he will revolutionize the field, but such an understatement would do no justice to his true abilities. More likely, he will define an entirely new field, Jones Studies, that will enjoy such prestige that a Nobel Prize in Jones Studies will soon be created, with Jones as its inaugural recipient. Indeed, I would not be surprised to see Jones win three or four Nobel prizes, given his strong side-interests in medicine, physics and peace. While you may be concerned that Jones has no publications, I assure you this is only because Jones's research, like Darwin's, is so potent that it would be reckless to release it on the world prematurely.'

Keep in mind

- People may have different ideas about the purpose of a recommendation letter
 - Champion
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 - American
 - European

Dr. Jones, as you know, I'm going on the market this year. I'm now pulling together a list of those able to write me letters of recommendation, and was wondering if you have the time to write me a strong letter of recommendation based on the sum of my work and experience.

[If this isn't your PI] I'm specifically asking you, because you had the opportunity to see me do X/worked with me on Y/ have a deep familiarity with my work on Z.

I realize that this is busy time of year and you probably have a number of requests, so I appreciate your time.

Why you're asking them/what you want them to address

Dr. Jones, as you know, I'm going on the market this year. I'm now pulling together a list of those able to write me letters of recommendation, and was wondering if you have the time to write me a strong letter of recommendation based on the sum of my work and experience.

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I realize that this is busy time of year and you probably have a number of requests, so I appreciate your time.

I know how busy you are and completely understand if you haven't had the time to respond. I also don't want to bombard you with emails if you're not interested, so feel free to let me know if you'd prefer I stop following up.

Why you're asking them/what you want them to address

If they don't respond

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Why you're asking them/what you want them to address

If they don't respond

....that's okay, I understand. I appreciate you considering it.

If they respond with ANY hesitation, walk away!

Poll:

Where are you with your recommendations?



Plan your next step

I don't need recommenders right now

If you answered:	Then do this for 5-10 minutes:
I don't even know	 Brainstorm: Who knows you well? Self-assess: What gaps in your application need to be addressed?
I know who I want to ask but haven't done it yet	 Draft your email now Feeling stuck? Write in the chat what's feeling hard
I've asked but haven't heard back yet	Draft your reminder email
I have confirmed some of my recommenders	 Great! Draft your reminder email Consider: Which gaps still need addressing? Back-up faculty?
I have confirmed all of my recommenders	Awesome! Start thinking about who will give you feedback

Think ahead: Who might be a good recommender? What

do you foresee needing to acknowledge?

relationships would you like to develop in the next year? What gaps

Questions

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Getting feedback on your application materials

Thursday, September 21 2-5 p.m. PT on Zoom

Learn more about this series: tiny.ucsf.edu/WCN