Job search for faculty positions

Ray Care, PhD
Program Director, Office of Career and Professional Development
What Comes Next: Find Your Next Position

Prepare | Apply | Interview | Negotiate

Aug | Sept | Oct | Nov

Resources: Videos, guides, and samples
Workshops
1:1 counseling

Learn more about this series: tiny.ucsf.edu/WCN
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)
The faculty job application timeline

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Faculty career resources are always available:

tiny.ucsf.edu/facultycareer
The faculty job application process

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Administrator receives all applications:
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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Meet faculty 1:1, students in groups, social time with faculty, Job Talk, Chalk Talk, Teaching Demo
4th round of selection
The faculty job 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)**

---

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

**Administrator receives all applications:**
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**To confirm meeting of selection criteria and compare candidates:**
- 3rd round of selection to 3-4 final candidates

**Meet faculty 1:1, students in groups, social time with faculty, Job Talk, Chalk Talk, Teaching Demo**

**Offer made to top candidate, visit to view lab space, visit homes, interview spouse.**
The faculty candidate selection process

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.
Our process for preparing and applying for faculty jobs:

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 recommendation s that confirm strengths and address gaps
5. Get feedback on your application materials
Know your strengths and weaknesses as a faculty candidate

1. Set up an effective search process for a faculty position
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What are institutions looking for when they hire faculty?

It depends on what kind of institution!
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. 12.5%
C. 22.5%
D. 42.5%
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
ENVIROMENT

- 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
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
Poll:
What type of institution(s) will you be applying to?
“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
What are institutions looking for when they hire faculty?

Download ACRA and read our paper:
career.ucsf.edu/ACRA
ACRA tells us which qualifications and how much
ACRA tells us which qualifications and how much

% institutions for which the qualification is a significant contributor to hiring decisions

R hiring profile

- Pedagogy
- Teaching
- Diversity
- URE
- Mentoring
- Feasibility
- Presentation
- Publications
- Vision
- Funding
- Independence
- Recommendations
- Collegiality
- Fit

Qualifications

- Level 4
- Level 3
- Level 2
- Level 1
ACRA tells us which qualifications and how much

% institutions for which the qualification is a significant contributor to hiring decisions

R hiring profile

Qualifications

Pedagogy  Teaching  Diversity  URE  Mentoring  Feasibility  Presentation  Publications  Vision  Funding  Independence  Recommendations  Collegiality  Fit

Level of mastery required

Level 4
Level 3
Level 2
Level 1
Hiring profiles

Different institutions have different hiring priorities

career.ucsf.edu/ACRA
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?

Teaching:
Experience - involvement matters
Teaching Potential matters

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

Commitment to Diversity:
Respect, Authenticity
Reflectiveness, Experience
<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Know your strengths and weaknesses as a faculty candidate</td>
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Use ACRA!

career.ucsf.edu / ACRA
Poll:
Have you used ACRA to self-assess before?
### Teaching Practices

<table>
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<th>Qualification</th>
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<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 91% Required</td>
<td>18%</td>
<td>27%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>RT 91% Required</td>
<td>14%</td>
<td>30%</td>
<td>32%</td>
<td>9%</td>
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<tr>
<td>R 42%</td>
<td>32%</td>
<td>11%</td>
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</tbody>
</table>

**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).**

### Teaching Experience

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<tbody>
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<tr>
<td>RT 86% Required</td>
<td>27%</td>
<td>36%</td>
<td>14%</td>
<td>9%</td>
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<tr>
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</table>

**Candidate has had significant responsibilities (2) as a teaching assistant.**

**Candidate has been fully responsible for organizing (3) and teaching a course.**

**Candidate has been fully responsible for organizing (3) and teaching a course with a comparable student population (4).**

**Candidate has been fully responsible for organizing (3) and teaching a variety of courses (5) with a comparable student population (4).**

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

<table>
<thead>
<tr>
<th>Qualification</th>
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 82% Required</td>
<td>27%</td>
<td>45%</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td>RT 82% Required</td>
<td>59%</td>
<td>9%</td>
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<tr>
<td>R 34%</td>
<td>32%</td>
<td>3%</td>
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</tbody>
</table>

**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.**

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career.ucsf.edu/ACRA
# Teaching Practices

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<tbody>
<tr>
<td><strong>Teacher (T)</strong></td>
<td>91% Required</td>
<td>18%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Research Teacher (RT)</strong></td>
<td>91% Required</td>
<td>14%</td>
<td>30%</td>
<td>32%</td>
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<tr>
<td><strong>Research (R)</strong></td>
<td>42%</td>
<td>32%</td>
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## Teaching Experience

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<td>14%</td>
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<tr>
<td><strong>Research (R)</strong></td>
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<tr>
<td>Candidate shows awareness of their limited</td>
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<tr>
<td>teaching abilities and is interested in</td>
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<td>developing teaching skills.</td>
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<tr>
<td>Teaching Experience</td>
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<tr>
<td>Candidate has had significant responsibilities</td>
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<td>(2) as a teaching assistant.</td>
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<td>Commitment and Ability to</td>
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<td>How to self-assess with ACRA</td>
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<tr>
<td>1. Is this qualification required for your</td>
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<td>institution type?</td>
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How to self-assess with ACRA

2. Read the descriptions of each level. Find the highest level that describes you. Enter this under “Your level”.

<table>
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<tr>
<td>Candidate has been fully responsible for organizing (3) and teaching a course.</td>
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<tr>
<td>Level 2 &amp; Candidate has been fully responsible for organizing (3) and teaching a course with a comparable student population (4).</td>
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<td>Candidate has been fully responsible for organizing (3) and teaching a variety of courses (5) with a comparable student population (4).</td>
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career.ucsf.edu/ACRA
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<td>18%</td>
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<td>18%</td>
</tr>
<tr>
<td>Level 1 &amp; Candidate is familiar with the evidence supporting the use of active learning strategies in the classroom.</td>
<td>14%</td>
<td>30%</td>
<td>32%</td>
<td>9%</td>
</tr>
<tr>
<td>Level 2 &amp; Candidate demonstrates that they can use active learning strategies effectively in the classroom.</td>
<td>42%</td>
<td>11%</td>
<td>11%</td>
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</tr>
<tr>
<td>Level 3 &amp; Candidate reflects on own teaching effectiveness and uses an iterative process to teaching to improve curriculum (1).</td>
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### Teaching Experience

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<td>86%</td>
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<tr>
<td>Candidate has been fully responsible for organizing (3) and teaching a variety of courses (5) with a comparable student population (4).</td>
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### Commitment and Ability to Serve a Diverse Student Population

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<td>Level 2 &amp; Candidate has used strategies to support learning of diverse populations of students.</td>
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<td>comparable student population (4).</td>
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### How to self-assess with ACRA

**Example**: RT

**My level**: 2

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**Example**: RT

My level: 2
Target level: 2 (or maybe 3!)
### How to self-assess with ACRA

#### Example:

**My level:**

2  
**Target level:** 2  
(or maybe 3!)

**Will need to ask insiders for each institution.**
Self-assessment time! 10 minutes

- Open ACRA-based self-assessment survey: tiny.ucsf.edu/ACRA1
- Download ACRA: career.ucsf.edu/ACRA

Let's make 10 minutes of progress on this now!
Questions and then a break!

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
How do you find positions that are right for you?

1. Know your strengths and weaknesses as a faculty candidate.
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Setting up an effective search process for a faculty position

Set up an email digest

- General faculty job sites like Science and Nature
- Professional societies
- Other job search websites in your field
Setting up an effective search process for a faculty position

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bit.ly/FacultyCareer2
Set up an effective search process for a faculty position

**Set up an email digest**
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**Leverage (and develop) connections**
- Let faculty know you are on the job market
- Ask your PI to “sponsor” you
- Reach out to faculty in the departments that are hiring before applying
- Search UCSF Connect

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#### Do your research
Ask faculty to chat about:
- What they are looking for in a candidate
- How you fit the position
- How they perceive your application

[bit.ly/FacultyCareer2](https://bit.ly/FacultyCareer2)
Setting up an effective search process for a faculty position

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bit.ly/FacultyCareer2
Three ways you need faculty in your application process

- Insider information
- Sponsorship/Recommendation
- Feedback
“Insider” information

Who are they?
- People who know the institution that you’re applying to and the position.
- When you make first contact with these individuals you are essentially ‘interviewing’ for the position.

What do they do?
- Someone familiar with the department can talk about:
  - The overall direction of the department
  - Strengths and gaps of the department
  - Individual players in the department

How does that help you?
- This information enables you to target and tailor your application materials.

Examples
- Are there any alums of UCSF, UC, your graduate program, or any labs you’ve worked in on the faculty?
- Does anyone in your lab have a connection (i.e., a collaboration) with someone at that institution?
Brainstorm time! 5 minutes

Insider information

Who do you know?

- Ready to engage:
  - People you already know

- Potential:
  - People you’ve met once
  - People you haven’t talked to in a while
  - People you have a shared connection with
  - People who have been recommended to you

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Start a spreadsheet or document

1. Make a list of institutions you’re applying to
2. Make a list of people who could provide insider information

Don’t worry yet how you’ll talk to them, just brainstorm names for now!

Are there any alums of UCSF, UC, your graduate program, or any labs you’ve worked in on the faculty?

- Does anyone in your lab have a connection (ie, a collaboration) with someone at that institution?
Why would your professional community help you?

1. Because you’re doing interesting work
2. Because your work could also forward their goals
3. To share their knowledge
4. Because they have hard-won lessons
5. To repay a favor
6. To help a friend
7. They have the time/interest to do so
8. Because they wish someone had helped them
9. Because they consider it part of their job
10. You have an affinity; they see themselves in you
11. Because they like something about you
12. Because you remind them of someone
13. Because you asked respectfully
Don't believe me?
Let's try!
Your PhD advisor contacts you to ask you to speak with a current advisee of hers, who is considering a postdoc at UCSF.

What would you say?

What would inspire you to say yes?
It’s 2025 and you’re faculty at University of Michigan. Someone you met at their poster last year contacts you and asks you to talk about a new opening in your department.

What would you say?

What would inspire you to say yes?
How to prepare for a conversation with faculty

- Take it slow
- Be prepared
- Follow up

Do your research
Ask faculty to chat about:

- What they are looking for in a candidate
- How you fit the position
- How they perceive your application
How to prepare for a conversation with faculty

Take it slow

- Send a short, specific email to faculty that invites them to chat with you for 20-30 minutes. Express interest for their background, their department or their institution.

- Make it easy for them by asking them to:
  ○ Discuss their own search experience
  ○ Provide advice on your transition to a faculty job
  ○ Share their experience being on hiring committees
  ○ Describe what they think their department is looking for
  ○ Provide advice on your research program ideas
  ○ Help you figure out if you are the right fit for the job

- Don’t give up if they don’t respond right away

Do your research

Ask faculty to chat about:

- What they are looking for in a candidate
- How you fit the position
- How they perceive your application
How to prepare for a conversation with faculty

**Be prepared**

- Prepare a 2-minute presentation of yourself
- Research their work, their lab, and their department
- Have a list of questions ready
  - What do they think made them competitive for a faculty job offer
  - What hiring committees look at when hiring
  - Specifically, how will your experience be perceived by a department like theirs
  - Who else you should speak to in academia
- If they offer to help, ask them if they would be willing to provide some feedback on your application

**Do your research**

Ask faculty to chat about:

- What they are looking for in a candidate
- How you fit the position
- How they perceive your application
How to prepare for a conversation with faculty

Follow up

- Thank them for their time and advice, and highlight what you found useful in the conversation
- Maintain the relationship
  - Keep them informed of your progress on the job market
- Continue building the relationship
  - If they seemed open to it, ask them if they would have time to provide feedback on your application materials
  - If you had a great conversation, reach out to them again for other questions later on

Do your research
Ask faculty to chat about:

- What they are looking for in a candidate
- How you fit the position
- How they perceive your application
But how do I find them??

Through your community (ie, colleagues of colleagues)

- Ask your mentors and colleagues for information by sharing the institutions you are applying to.
- Your colleague will either introduce you, or you will be allowed to ‘use their name’.
- It’s ok if you don’t know the right people yet - the right people are just one or two people away!
How do you find positions that are right for you?

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 recommendation s that confirm strengths and address gaps.
5. Get feedback on your application materials.
How do you develop strong application materials?

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 recommendation s that confirm strengths and address gaps
5. Get feedback on your application materials
Creating application materials for faculty positions

Monday, September 11
12 - 1:30 p.m. on Zoom

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