What Comes Next:
Find Your Next Position

Prepare | Apply | Interview | Negotiate

Job search for faculty positions

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Program Director, Office of Career and Professional Development

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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**

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

The faculty job application timeline

1. Job search

2. Application

3. First interview via Phone/Online (20-45 minute

4. First visit (1-3 days)

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

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

Faculty career resources are always available:

tiny.ucsf.edu /facultycareer

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)

The faculty job application process

Administrator receives all applications:
1st round of selection from 100-600 applicants to 50

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 process

1. Job search

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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:
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

The faculty job application process

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3. First interview via Phone/Online (20-45 minutes)

4. First visit (1-3 days)

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

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

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

Faculty hiring committee meets:
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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

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

   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.

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

Our process for preparing and applying for faculty jobs

① 1 ② 2 ③ 3 ④ 4 ⑤ 5

1	2	3	4	5
Know your strengths and weaknesses as a faculty candidate	Set up an effective search process for a faculty position	Develop application materials that emphasize your strengths	Get recommendations that confirm strengths and address gaps	Get feedback on your application materials

Our process for preparing and applying for faculty jobs

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What are institutions looking for when they hire faculty?

It depends 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?

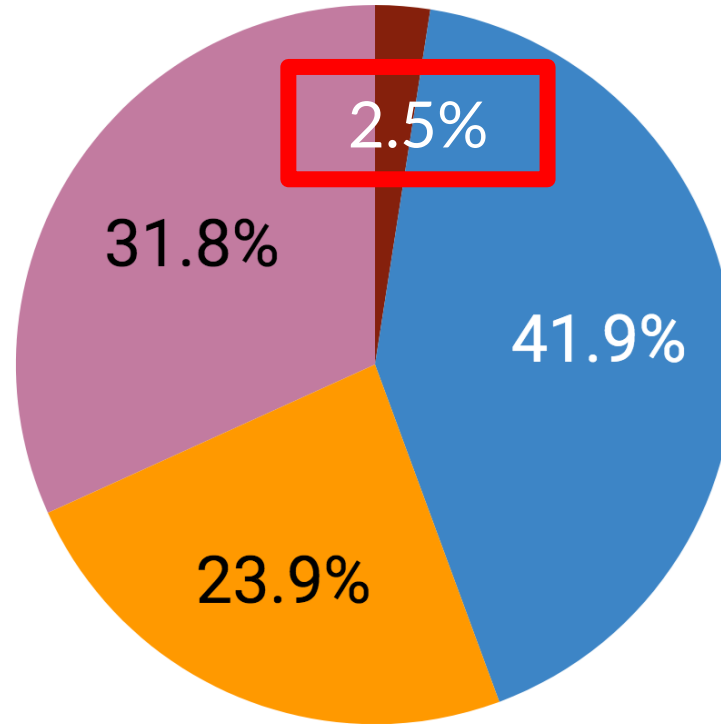# What proportion of U.S. institutions are R1 institutions?

A. 2.5%

B. 12.5%

C. 22.5%

D. 42.5%

Legend:
- R1 Institutions
- Research- and Teaching-Focused Institutions
- Teaching-Only Institutions
- Other (including Med Centers)

Pie chart values: 2.5%, 41.9%, 23.9%, 31.8%

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.

Legend:
- R1 Institutions
- Research- and Teaching-Focused Institutions
- Teaching-Only Institutions
- Other (including Med Centers)

2.5%
31.8%
41.9%
23.9%

Source: The Carnegie Classification of Institutions of Higher Education ╪
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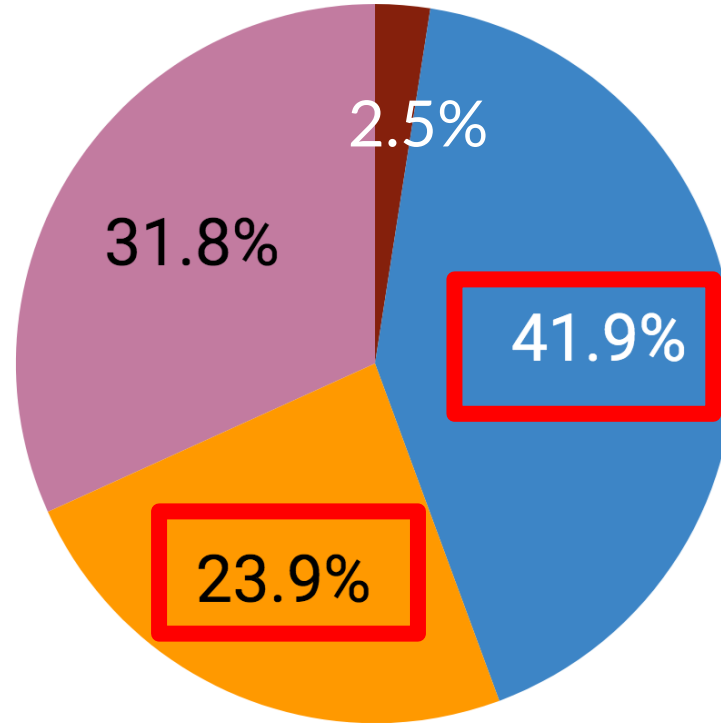
4,665 higher education institutions in the U.S.

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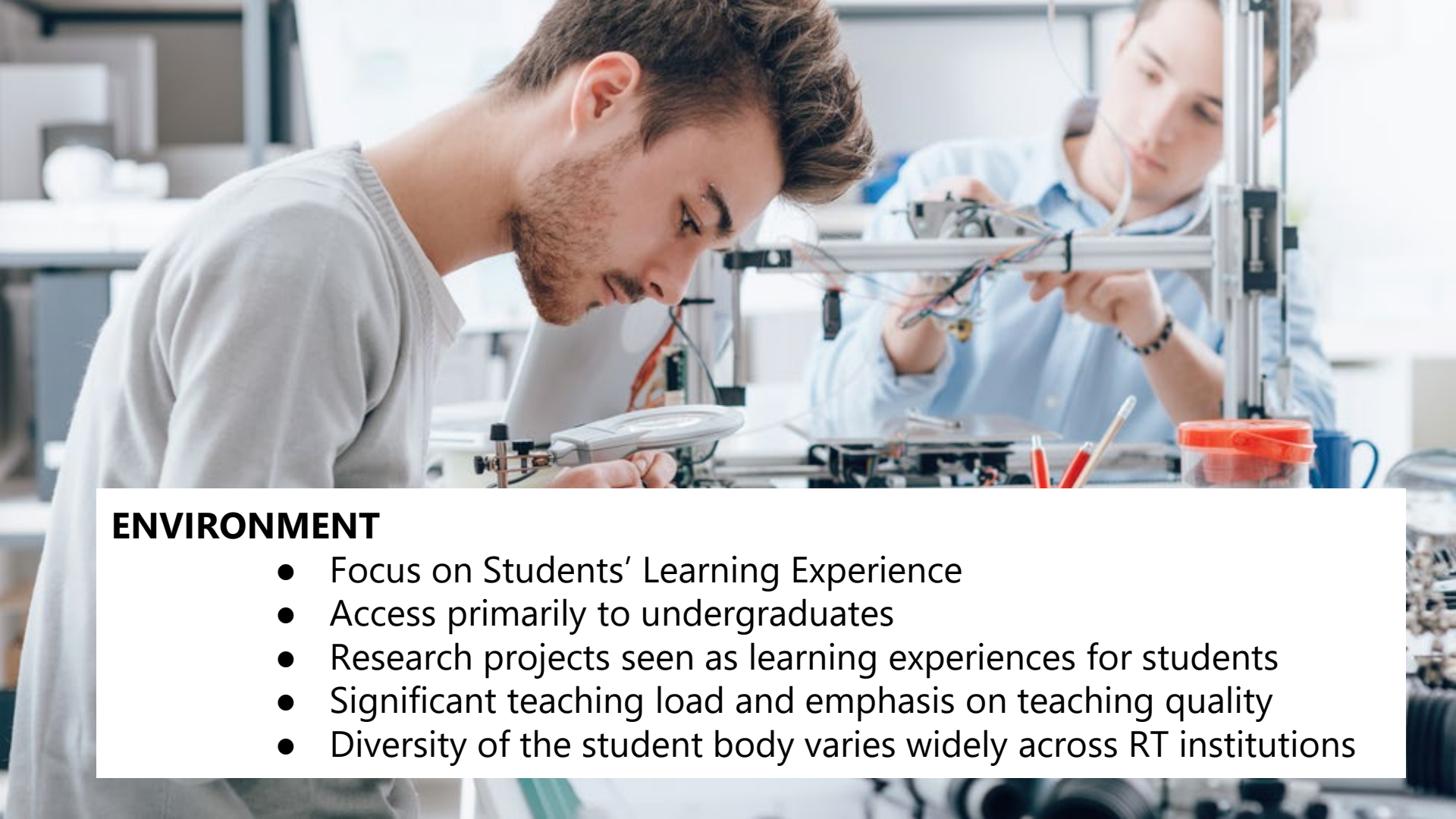
San Francisco State University
M1 institution:
Master's Colleges &
Universities: Larger
Programs

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
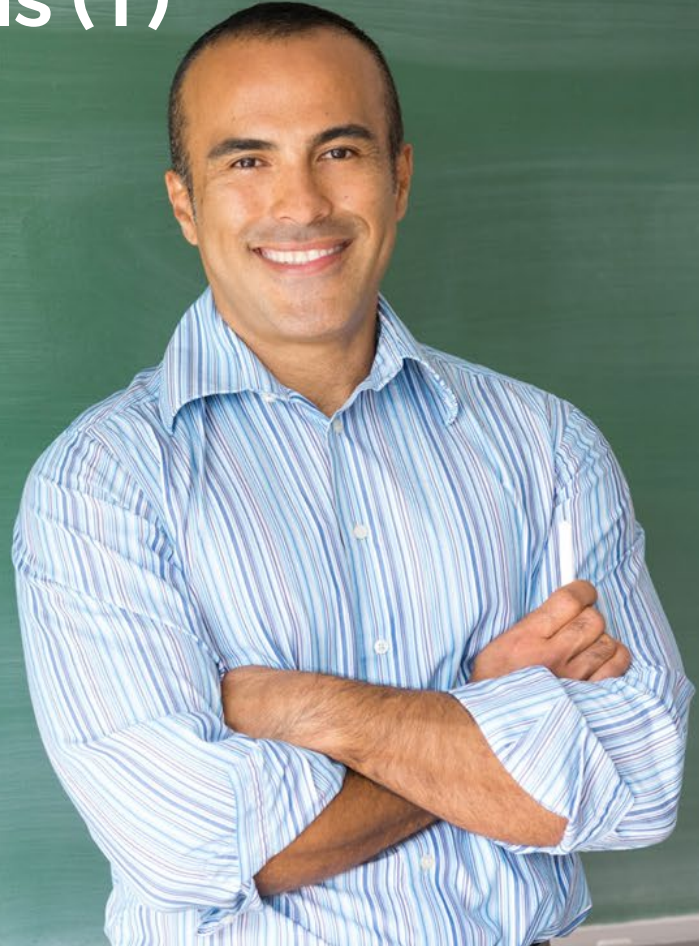
Poll:
What type of institution(s) will you be applying to?

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?

Download ACRA and read our paper:

career.ucsf.edu/ ACRA

ACRA tells us which qualifications and how much

R hiring profile

ACRA tells us which qualifications and how much

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

R hiring profile

Level 4
Level 3
Level 2
Level 1

Qualifications

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

ACRA tells us which qualifications and how much

R hiring profile

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

Qualifications

Legend:
- Level 4
- Level 3
- Level 2
- Level 1

Level of mastery required

Hiring profiles

T institutions
(n=11)

RT institutions
(n=22)

R institutions
(n=38)

career.ucsf.edu/ACRA
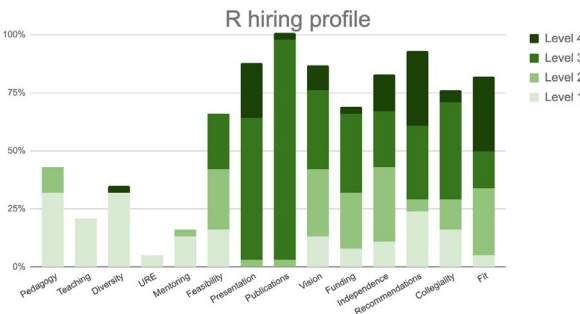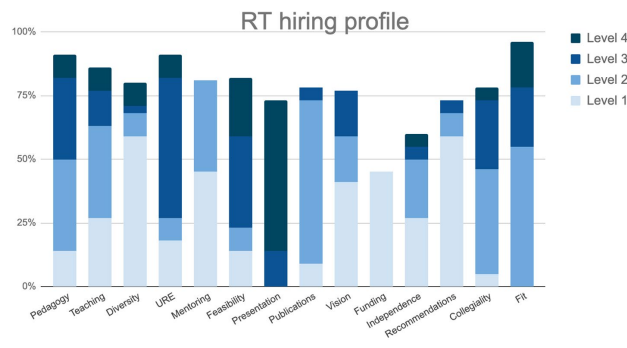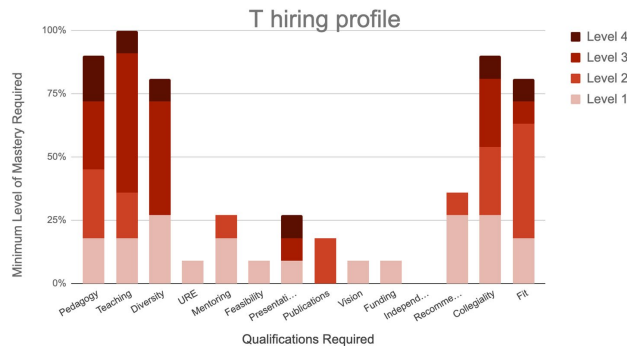
Different institutions have different hiring priorities

R institutions

Significant contributors to hiring decisions

Research program:
Clear vision and strategy
Fundable research plan
Independence

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

Recommendations:
From advisors and PIs
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

Verbal communication:
Spikes interest of non-experts and undergraduates

Teaching:
Experience - involvement matters
Teaching Potential matters

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

Publications:
Variable - depends on the teaching/research balance

Research program:
Feasibility with limited resources
Undergraduates must be included

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

Our process for preparing and applying for faculty jobs

1	2	3	4	5
Know **your** strengths and weaknesses as a faculty candidate	Set up an effective search process for a fac...	Develop application materials that emphasize your ...engths	Get recommendations that confirm strengths and address gaps	Get feedback on your application materials

Use ACRA!

career.ucsf.edu/ACRA
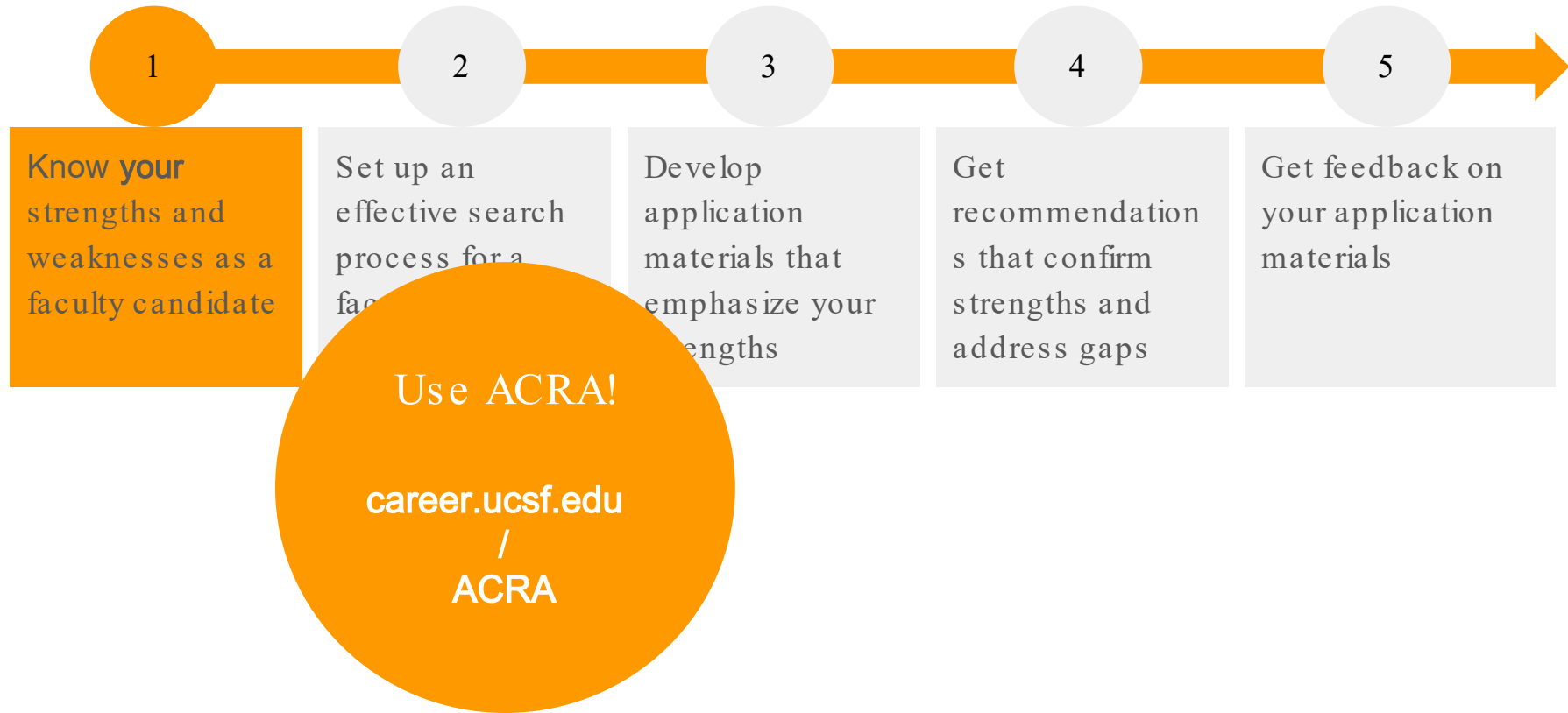
Poll:

Have you used ACRA to self-assess before?

14 qualifications that matter for getting faculty positions at R, RT, or T institutions

Qualification		Level 1	Level 2	Level 3	Level 4
Teaching Practices		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).
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Commitment and Ability to Serve a Diverse Student Population		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)
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1. Is this qualification required for your institution type?
Black: yes
Grey: no (skip it!)

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

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3. Look at the % of institutions of your type that require each level. Find the largest %. Enter this level under "Target level"

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If your level is at or **above the target level**, this qualification is a **strength** for you.

If your level is **below the target level**

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Example: RT

My level: 2

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Commitment and Ability to Serve a Diverse Student Population	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)
T 82% Required	27%		45%	9%
RT 82% Required	59%	9%	3%	9%
R 34%	32%			3%

T

Example: RT

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

career.ucsf.edu/ACRA

Qualification	Level 1	Level 2	Level 3	Level 4
Teaching Practices	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).
T 91% Required	18%	27%	27%	18%
RT 91% Required	14%	36%	32%	9%
R 42%	32%	11%		
Teaching Experience	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).
T 100% Required	18%	18%	55%	9%
RT 86% Required	27%	36%	14%	9%
R 21%	21%			
Commitment and Ability to Serve a Diverse Student Population	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)
T 82% Required	27%		45%	9%
RT 82% Required	59%	9%	3%	9%
R 34%	32%			3%

T

career.ucsf.edu/ACRA

How to self-assess with ACRA

Example: RT

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	2	3	4	5
Know your strengths and weaknesses as a faculty candidate	Set up an effective search process for a faculty position	Develop application materials that emphasize your strengths	Get recommendations that confirm strengths and address gaps	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

2 — Set up an effective search process for a faculty position

3 — Develop application materials that emphasize your strengths

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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

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bit.ly/ FacultyCareer2

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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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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 (ie, 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

Examples

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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

Examples

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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
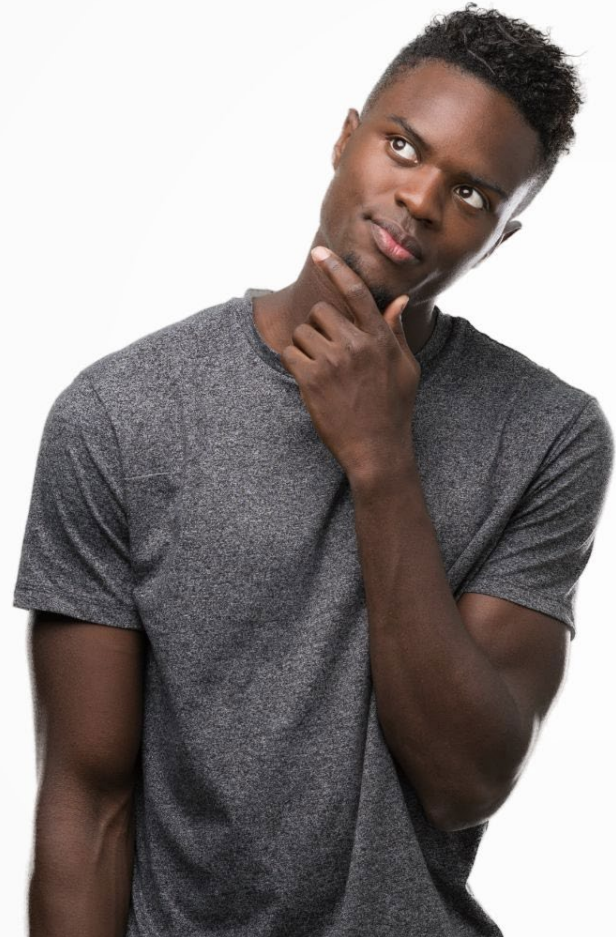13. Because you asked respectfully

Don't
believe me?

Let's try!
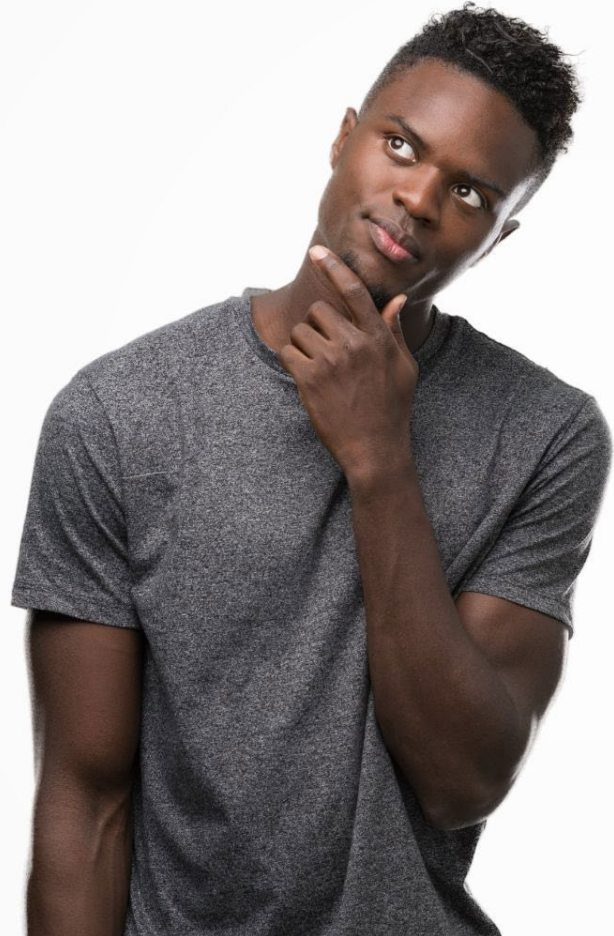
Your PhD advisor contacts you to ask you to speak with a current advisee of hers, who is considering a postdoc at UCSF.
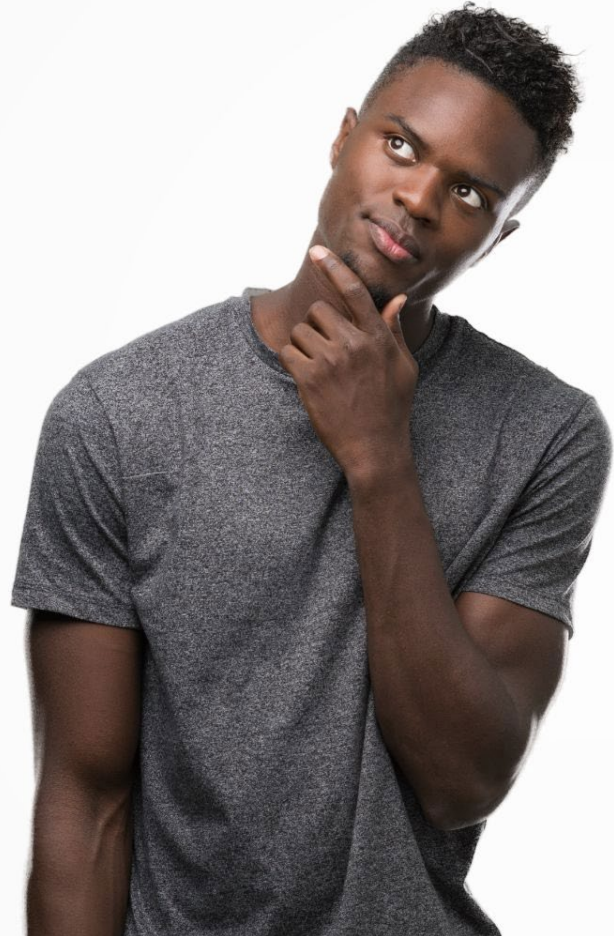
What would you say?

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:

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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

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Ask faculty to chat about:

- What they are looking for in a candidate
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- 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
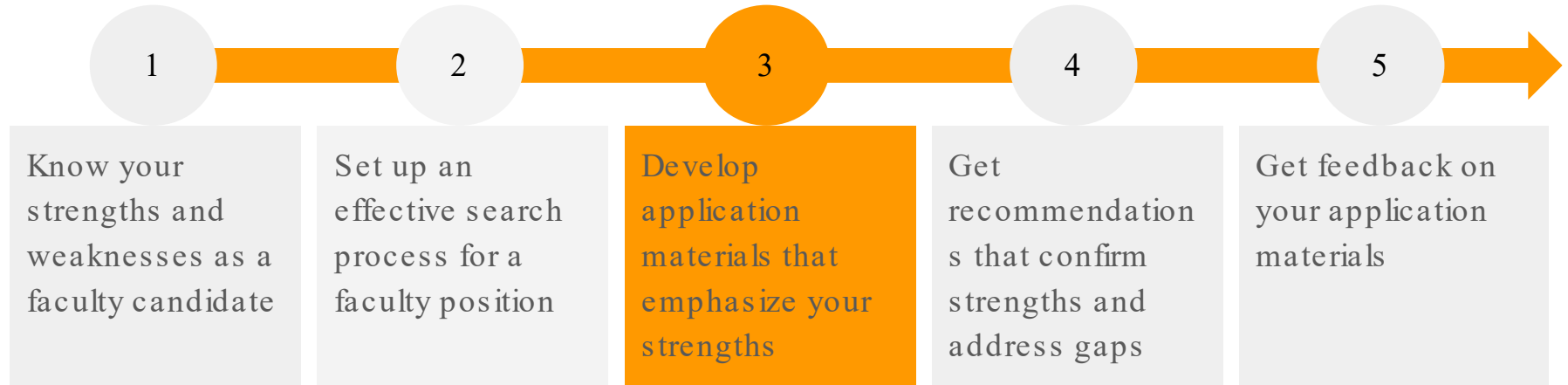
But how do I find them??

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!

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How do you develop strong application materials?

1	2	3	4	5
Know your strengths and weaknesses as a faculty candidate	Set up an effective search process for a faculty position	Develop application materials that emphasize your strengths	Get recommendations that confirm strengths and address gaps	Get feedback on your application materials

What Comes Next:
Find Your Next Position

Prepare | **Apply** | Interview | Negotiate

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