

# 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 ?

Laurence Clement, PhD  
Director, Research in Career Education  
Program Director, Academic Career Development  
University of California, San Francisco  
Office of Career and Professional Development

Start our  
in-class survey  
activity:  
[bit.ly/exploring  
2020](https://bit.ly/exploring2020)

# 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?

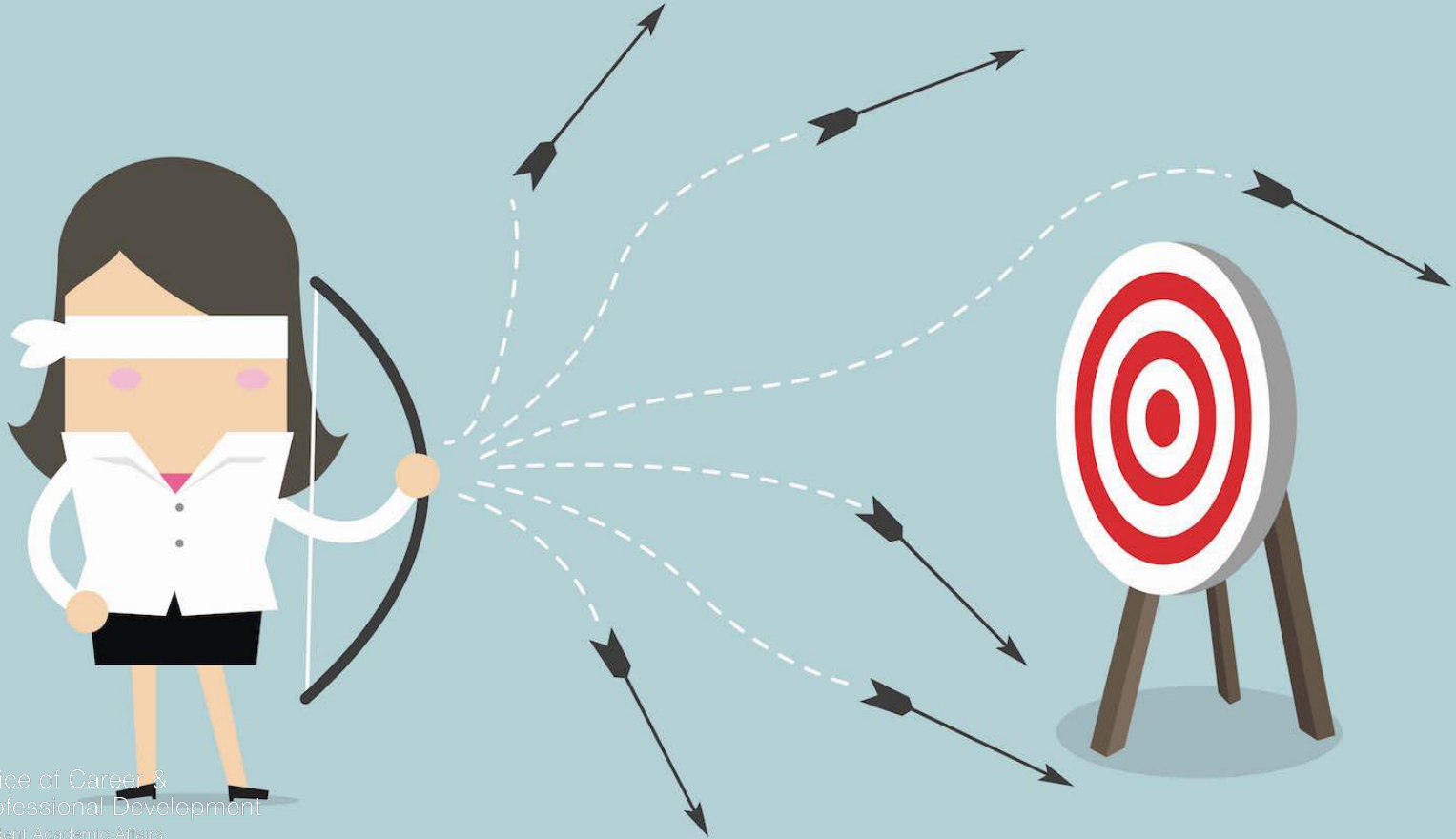
Do I really need to apply to a K99 award to get a faculty position?

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

**Start our  
in-class survey  
activity:  
[bit.ly/exploring  
2020](https://bit.ly/exploring2020)**

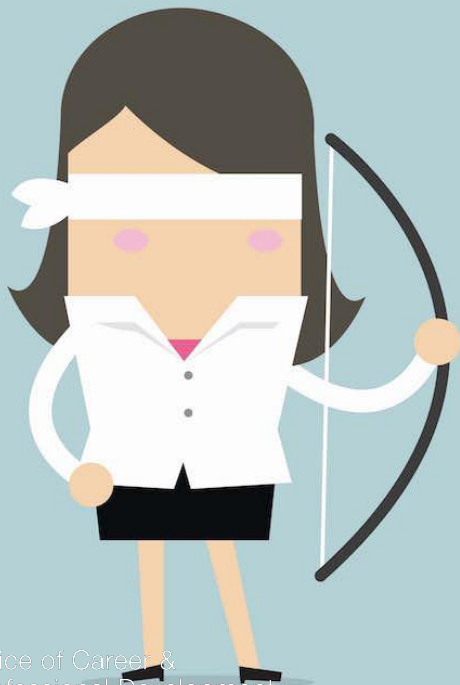


# The reason?





# 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.





# backward design your training



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

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

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

It's more complicated!

Work hard!

X publications

I want a faculty position!

ACTIVITIES

EVIDENCE

OUTCOME

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

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

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

**It's more complicated!**



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



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



There are multiple types of faculty positions in the U.S



# goals for today's session



**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**



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



**Be able to differentiate between different types of institutions in the US, based on their Carnegie category**

Complete  
"Course  
activity page  
1"

What is your  
career goal?

Do you have  
what you need  
to achieve your  
career goal?



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

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

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

Complete  
"Course  
activity page  
1"

What is your  
career goal?

Do you have  
what you need  
to achieve your  
career goal?

**In pairs,  
discuss your  
responses**



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

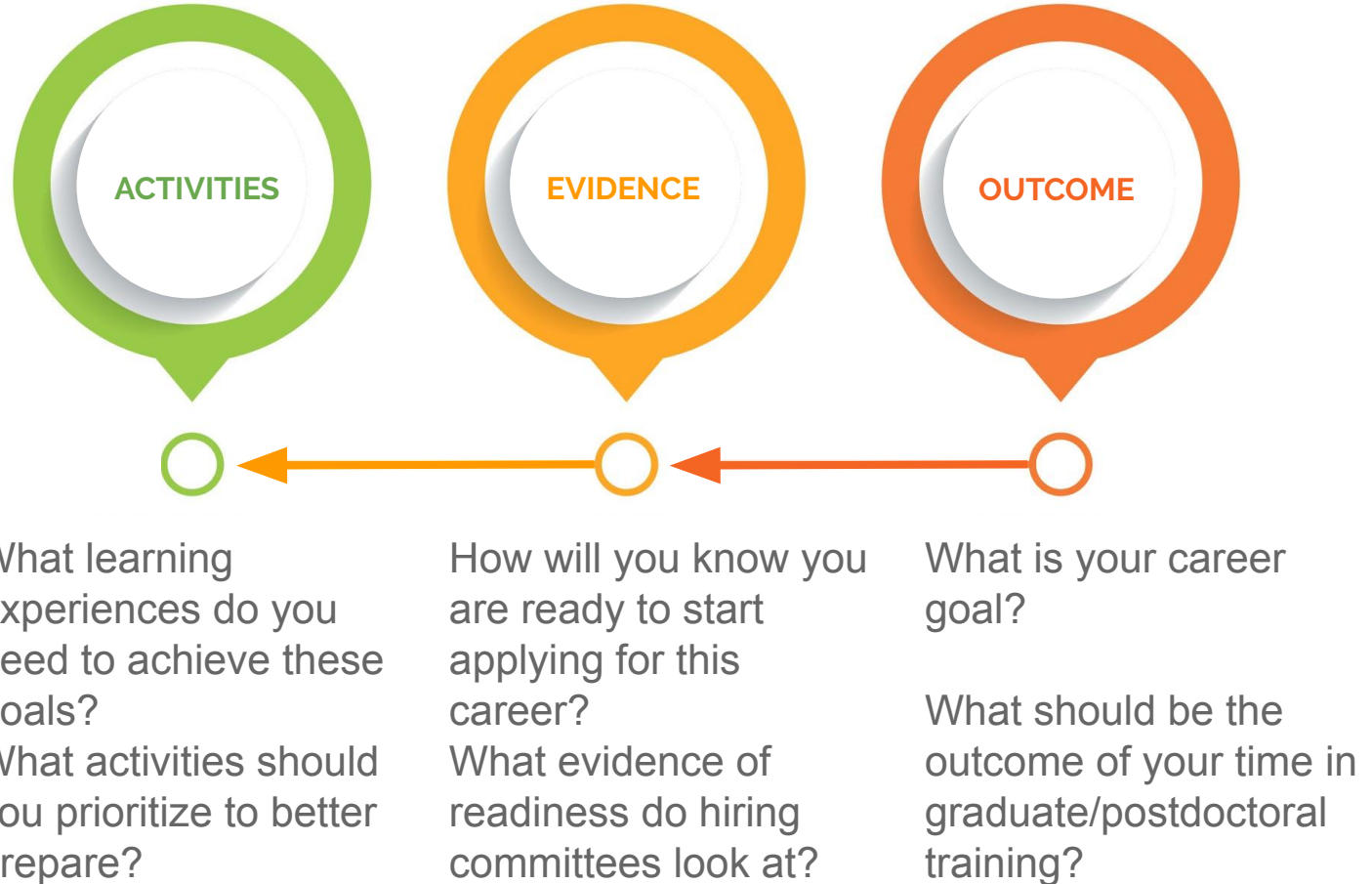
How will you know you  
are ready to start  
applying for this  
career?  
What evidence of  
readiness do hiring  
committees look at?

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



## Rules of group work

1. Provide constructive feedback
2. Provide supportive feedback (no judgement on career choices)
3. Keep everything you hear and see today confidential
4. Listen (if you are a talker), Talk (if you are listener)



# 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™

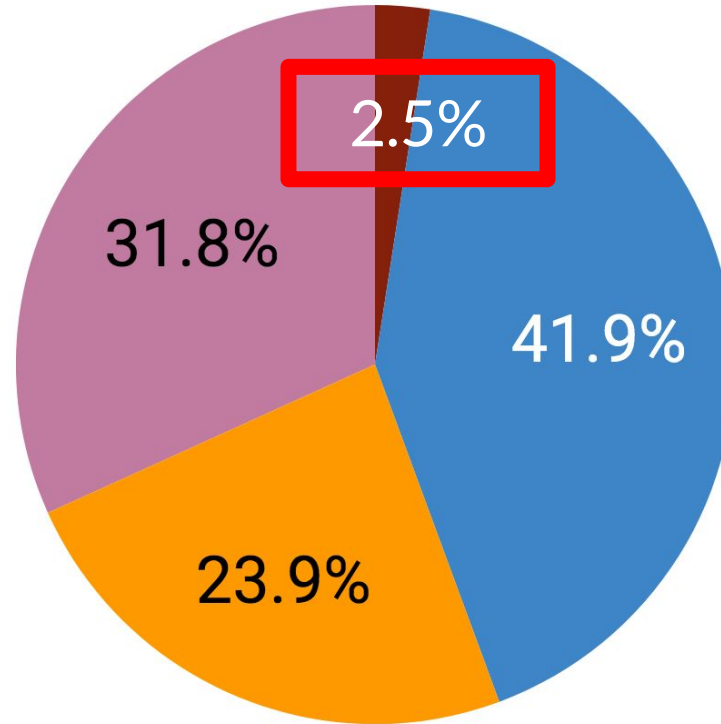
**Question:**

**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%

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

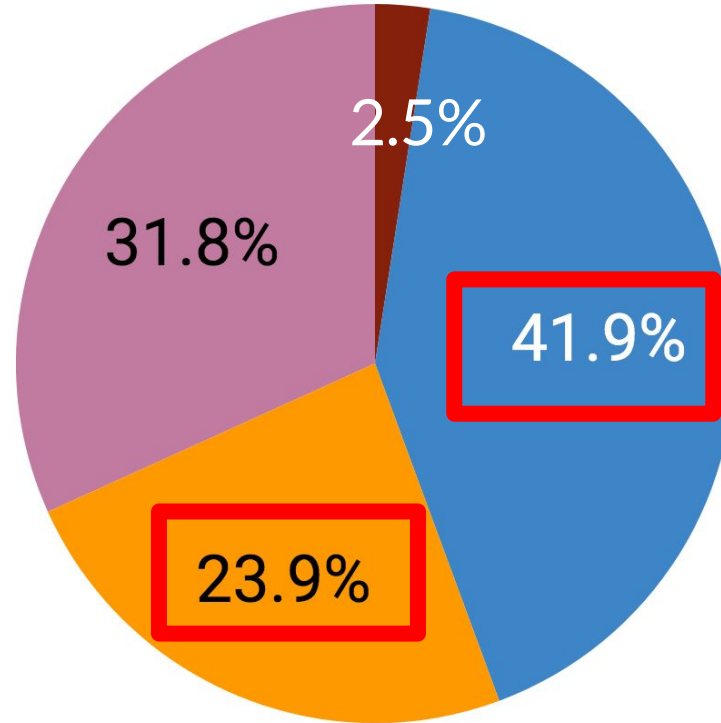


Answer: 2.5%

Source: The Carnegie Classification of Institutions of Higher Education™  
<http://carnegieclassifications.iu.edu/index.php>

4,665 higher education institutions in the U.S.

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



Source: The Carnegie Classification of Institutions of Higher Education™  
<http://carnegieclassifications.iu.edu/index.php>

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

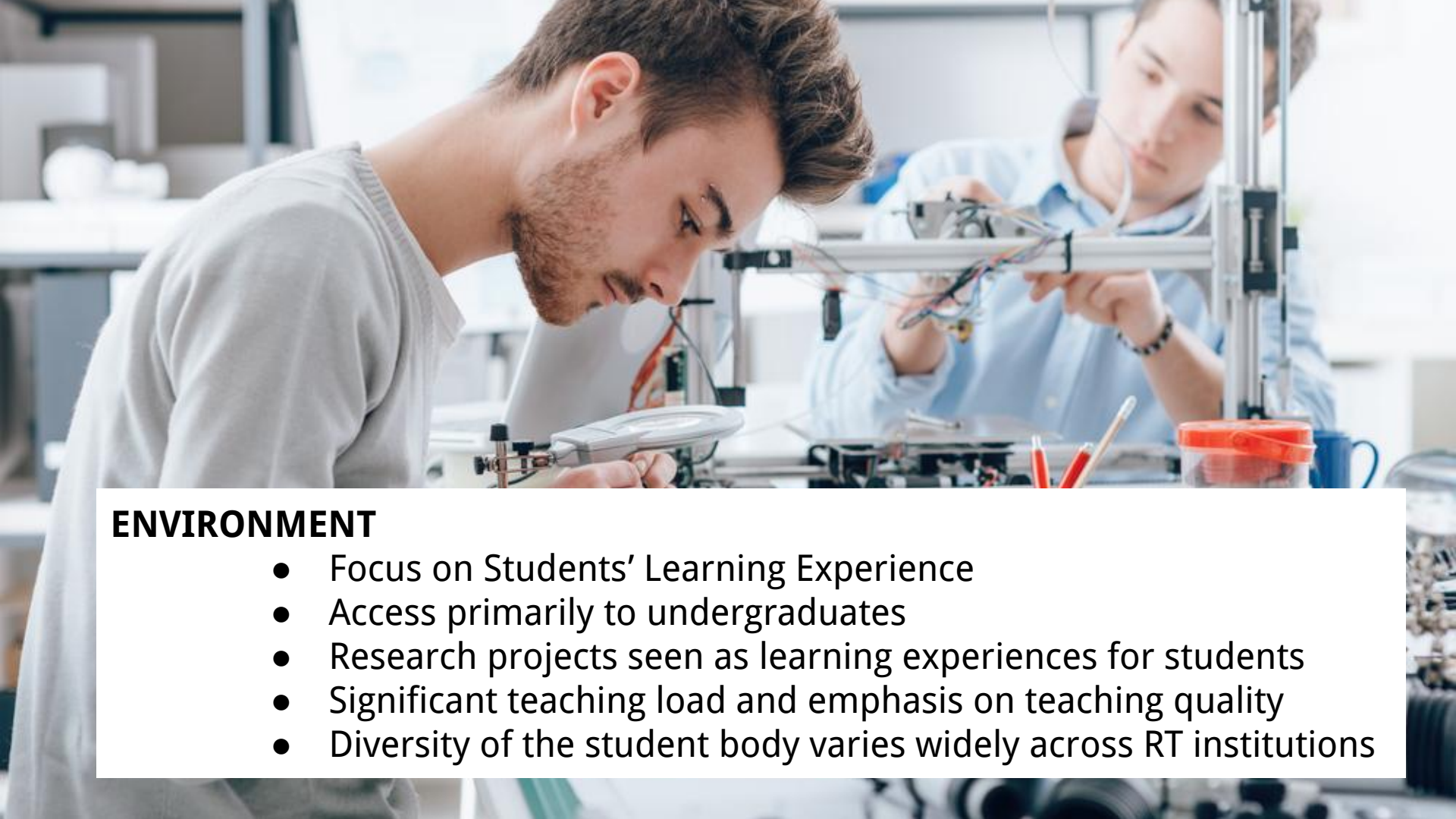


# Research- and Teaching-Focused Institutions

(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

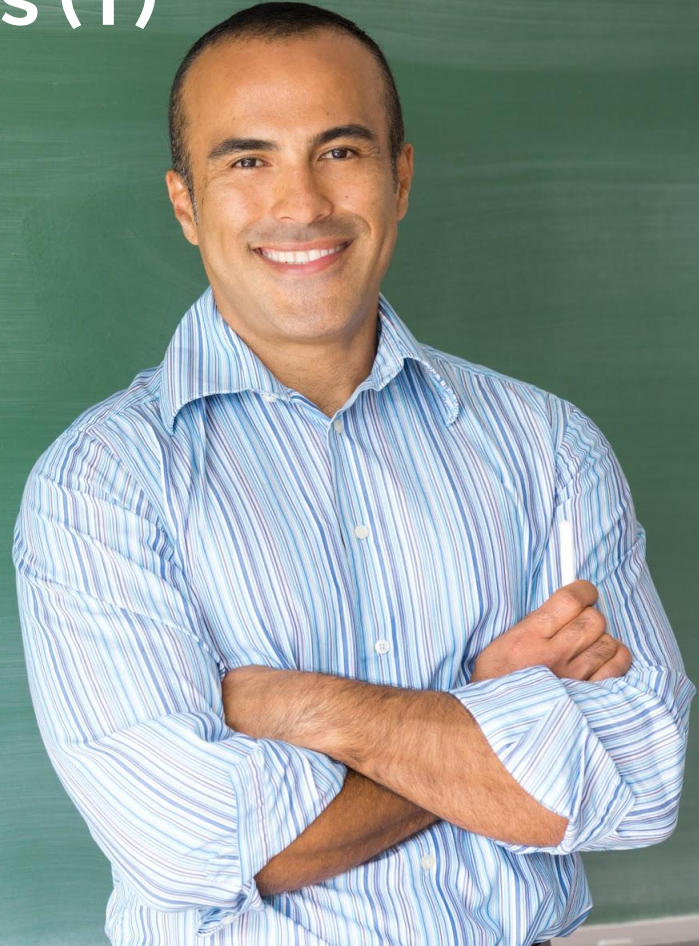




# Teaching-Only Institutions (T)

## 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



# Research-Intensive Institutions (R)



# Research & Teaching Focused (RT)



# Teaching-Only Institutions (T)



**How to get tenure at these institutions**

**Research**



**Teaching & diversity**



## Course activity page 2

What type(s) of faculty career are more appealing to you? Why



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

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

**What is your career goal?**

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



## Next step



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

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

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

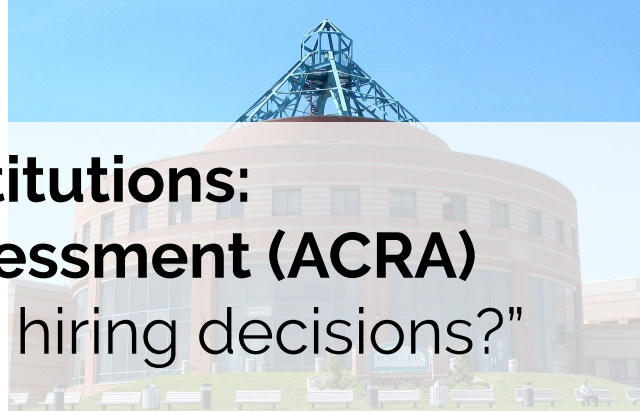
A man in a light blue button-down shirt stands in front of a chalkboard. He is smiling and pointing his right index finger upwards towards a glowing yellow key. The chalkboard is covered with numerous white key outlines of various shapes and sizes. The glowing key is the central focus, standing out from the others.

What does it take to get hired at these institutions?

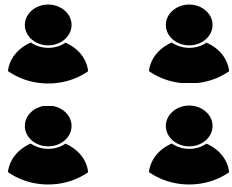
# Research-Intensive Institutions (R)

# Research & Teaching Focused (RT)

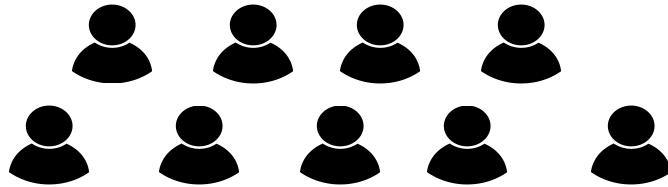
# Teaching-Only Institutions (T)



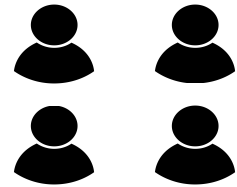
**How to get hired at these institutions:  
The Academic Career Readiness Assessment (ACRA)**  
“What are the significant contributors to hiring decisions?”



n=4 faculty  
(5 institutions)



n=9 faculty (10 institutions)



n=4 faculty  
(4 institutions)



## Course activity page 3

### 1. Self-assess using the ACRA survey



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

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

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

# Hiring profiles



T institutions  
(n=11)

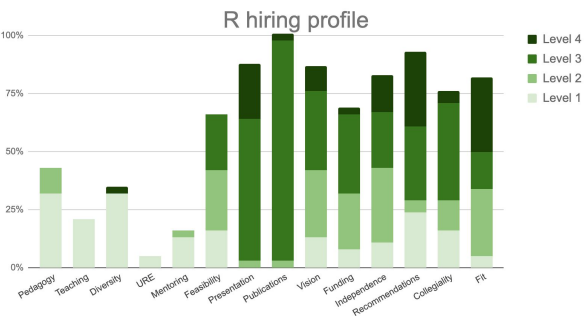
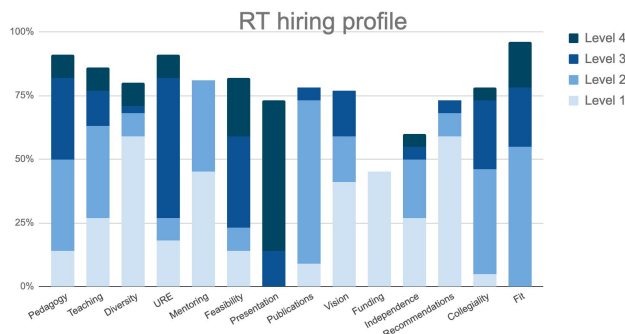


RT institutions  
(n=22)



R institutions  
(n=38)

career.ucsf.edu/ACR  
A



Different institutions have different hiring priorities

# Hiring profiles



T institutions  
(n=11)

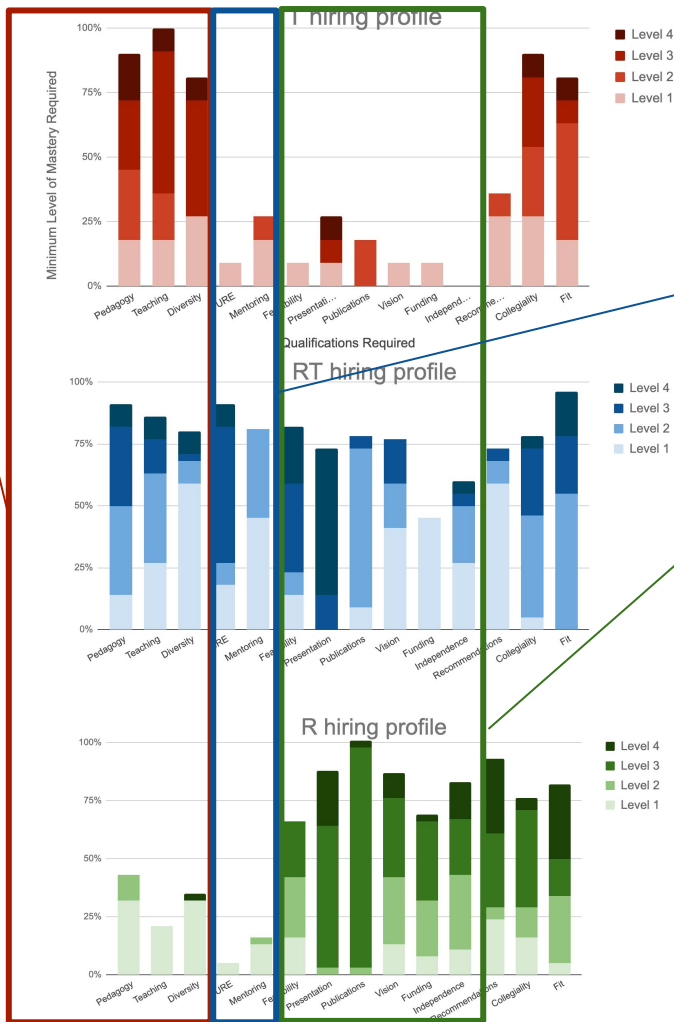


RT institutions  
(n=22)



R institutions  
(n=38)

Teaching- and  
diversity  
related  
qualifications



Mentoring-related  
qualifications

Research-related  
qualifications

# The Academic Career Readiness Assessment (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).
<b>T</b> 91% Required	18%	27%	27%
<b>RT</b> 91% Required	14%	36%	32%
<b>R</b> 42%	32%	11%	9%

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).
<b>T</b> 100% Required	18%	18%	55%
<b>RT</b> 86% Required	27%	36%	14%
<b>R</b> 21%	21%		9%

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)
<b>T</b> 82% Required	27%		45%
<b>RT</b> 82% Required	59%	9%	3%
<b>R</b> 34%	32%		3%

T institutions  
(n=11)

RT institutions  
(n=22)

R institutions  
(n=38)

# Course activity

page 4:

# ACRA Results

1. Identify the qualifications where you need to grow.

Qualification	Your level	ACRA target level
Teaching Experience	4	3
<b>Teaching Practices</b>	<b>1</b>	<b>3</b>
Publications	2	2



# DOWNLOAD the ACRA Academic Career Readiness Assessment

GO TO

[bit.ly/ACRA2020](https://bit.ly/ACRA2020)



Academic Career Readiness Assessment UCSF OCPD 2020.pdf



Open with Google Docs



# The Academic Career Readiness Assessment (ACRA)

Qualification

Level 1

Level 2

Level 3

Level 4

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<b>RT</b> 82% Required	59%	9%	3%
<b>R</b> 34%	32%		3%

T institutions  
(n=11)

RT institutions  
(n=22)

R institutions  
(n=38)



T institutions  
(n=11)



RT institutions  
(n=22)



R institutions  
(n=38)

RT

## Inclusion of Undergraduate Research Experiences in Research Plan

T	9%
<b>RT</b>	<b>91% Required</b>
R	5%

Candidate demonstrates a clear understanding that they will be working with undergraduate and/or Master's students.	Level 1 & Candidate understands the implications of doing research with non-PhD students on scope of project.	Level 2 & Research plan is specifically tailored to the institution's undergraduate and/or Master's population.	Level 3 & Candidate is able to propose projects of different calibers for different student populations. (7)
---	---	---	--

9%	18%	9%	55%	9%
----	-----	----	-----	----

## Experience Conducting Research with Students

T	27%
<b>RT</b>	<b>82% Required</b>
R	16%

Candidate can articulate a scientific mentoring philosophy that meets the needs of the non-PhD student population served by this institution.	Level 1 & Candidate has experience conducting research with non-PhD students	Level 2 & Research conducted with non-PhD students produced preliminary data.	Level 3 & Data produced by non-PhD students was included in a scientific poster or paper.
---	--	---	---

18%	9%
45%	36%
13%	3%

## Qualification

Level 1

Level 2

Level 3

Level 4

### Research Feasibility with Available Resources

Candidate demonstrates ability to develop a research program within the limitations of the start-up funds. (8)	Level 1 & Candidate demonstrates the ability to independently manage and run the equipment required for their research program. (9)	Level 2 & Research program is feasible in the institution's research and geographic environment, which includes some minor constraints. (10)	Level 3 & Research plan is tailored to the non-R1 institution's highly limited resources. (11)
--	---	--	--

T	9%	9%			
RT	<b>82% Required</b>	14%	9%	38%	23%
R	<b>66% Required</b>	16%	26%	24%	

### Verbal Communication of Research

Can present research clearly and effectively to labmates.	Can present science clearly to scientists in the same sub-discipline (for example, to other microbiologists).	Can present science clearly and effectively to scientists outside of subfield.	Can present science clearly and effectively and can spark the interest of scientists outside of subfield and non-PhD students.
---	---	--	--

T	27%	9%		9%	9%
RT	<b>73% Required</b>			14%	<b>59%</b>
R	<b>87% Required</b>		3%	<b>61%</b>	24%

### Publications

Candidate has produced a few papers, regardless of authorship or impact.	Candidate has produced first author papers during postdoc and (12) PhD (regardless of impact) (13).	Candidate has produced first author papers during postdoc and (12) PhD, with at least one paper contributing significantly to the field (14).	Candidate has produced first author papers during postdoc and (12) PhD, at least one of which was published in Cell, Nature, or Science (15).
--	---	---	---

New T	18%		18%		
RT	<b>77% Required</b>	9%	<b>64%</b>	5%	
R	<b>100% Required</b>		3%	<b>95%</b>	3%

T institutions  
(n=11)

RT institutions  
(n=22)

R institutions  
(n=38) **RT**



T institutions  
(n=11)



RT institutions  
(n=22)



R institutions  
(n=38)

R

### Research Vision & Strategy

		Research program is exciting (16) with a clear direction and includes explicit, feasible steps to attain this direction over the first couple of years.	Level 1 & There is an interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years.	Level 2 & The research question is broken down into smaller, feasible projects that use appropriate methods to answer the question.	Level 3 & The candidate has demonstrated experience successfully implementing this or a similar vision independently. (17)
T	9%	9%			
RT	<b>77% Required</b>	41%	18%	18%	
R	<b>87% Required</b>	13%	29%	34%	11%

### Funding Plan

		Candidate can suggest specific funding agencies and program names to fund proposed research program. (18)	Level 1 & Proposed research program is ambitious and impactful enough to be funded by an R01 grant. (19)	Level 2 & Candidate has developed specific aims that can be realistically achieved with a first R01 grant. (20)	Level 3 & Candidate has developed a funding plan beyond the first R01 grant. (21)
T	9%	9%			
RT	45%	45%			
R	<b>68% Required</b>	8%	24%	34%	3%

### Research Independence

		Candidate has the technical expertise to run their proposed research program independently. (22)	Level 1 & Candidate shows ability to lead a research program, by developing own ideas and new collaborations independently. (23)	Level 2 & Candidate's proposed research program does not appear to be in competition with their current advisor's. (24)	Level 3 & Candidate can provide evidence of independence through advisor's recommendation letter.
T	0%				
RT	<b>59% Required</b>	27%	23%	5%	5%
R	<b>82% Required</b>	11%	32%	24%	16%





T institutions  
(n=11)

T



RT institutions  
(n=22)

RT



R institutions  
(n=38)

R

Qualification

Level 1

Level 2

Level 3

Level 4

Recommendations

		Enthusiastic and personalized recommendations from both PD and PhD advisors. (25)	Level 1 & letters from other respected scientists who are well known by the search committee AND who know the candidate well. (26)	Level 2 & letters emphasize candidate's ability to be successful as a principal investigator.	Level 3 & letters emphasize that the candidate shows the potential to become a leader in the field.
T	36%	27%	9%		
RT	73% Required	59%	9%	5%	
R	92% Required	24%	5%	32%	32%

Collegiality

		Candidate demonstrates the ability to interact with colleagues in a professional manner.	Levels 1 & Candidate demonstrates the interpersonal skills well-suited for the department's culture. (27)	Level 2 & Candidate demonstrates willingness to share ideas and resources with colleagues. (28)	Level 3 & Candidate demonstrates the ability to develop collaborative projects with colleagues. (29)
T	91% Required	27%	27%	27%	9%
RT	77% Required	5%	41%	27%	5%
R	76% Required	16%	13%	42%	5%

Fit

		Candidate has sought experiences that align with the institution's teaching/ research mission. (30)	Level 1 & Research or teaching disciplines meet the needs of the department. (31)	Level 2 & Candidate has the ability and determination to handle the high workload. (32)	Level 3 & Candidate highlights potential synergies with others in department or institution.
T	82% Required	18%	45%	9%	9%
RT	95% Required		55%	23%	18%
R	82% Required	5%	29%	16%	32%



New Results

Comment on this paper

← Previous

Next →

## The Academic Career Readiness Assessment: Clarifying training expectations for future life sciences faculty

Laurence Clement, Jennie B. Dorman, Richard McGee

doi: <https://doi.org/10.1101/829200>

This article is a preprint and has not been certified by peer review [what does this mean?].

Abstract Full Text Info/History **Metrics** Preview PDF

Posted November 06, 2019.

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This month

Article usage: November 2019 to December 2019

Show by month	Abstract	Full-text HTML	PDF
Total	1,719	291	453



Blogged by 1  
 Tweeted by 62

### Subject Area

Scientific Communication and Education

### Subject Areas

#### All Articles

Animal Behavior and Cognition

Biochemistry

Bioengineering

Bioinformatics

# 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



## 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

# 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



# SUCCESS



What *activities* should you engage in  
to attain your goals?





**What activities do you need to engage in to attain your career goals?**

Based on the ACRA framework, what is your level of mastery for each skill?

What is your career goal?

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



**Course activity**  
**page 5:**

1. Identify the qualifications where you need to grow.

<b>Qualification</b>	<b>Your level</b>	<b>ACRA target level</b>
Teaching Experience	4	3
<b>Teaching Practices</b>	<b>1</b>	<b>3</b>
Publications	2	2

Course activity  
page 5:

Qualification	Your level	ACRA target level
Teaching Experience	4	3
<b>Teaching Practices</b>	<b>1</b>	<b>3</b>
Publications	2	2

Training Plan



Top 4 qualifications	Activity
Teaching Practices	Register to STEP-UP course in May
Recommendations	<ol style="list-style-type: none"><li>1. Set up a meeting with Laurence to discuss relationship with my PI</li><li>2. Reach out to faculty I met at the conference last September and ask them to provide feedback on my research plans</li></ol>

2. Use the next part of the lecture to fill in the activities you will need to engage in

# Academic Program Roadmap

OCPD  
academic  
career  
programs are  
mapped to  
ACRA  
qualifications

Positions	Teaching Focused Faculty Positions					
	Research & Teaching Focused Faculty Positions					
Competency	Teaching Experience	Pedagogical Practices	Ability to Serve a Diverse Student Population	Recommendations	Inclusion of Undergraduate Research Experiences in Research Plan	Experience Conducting Research with Students
Programs	STEP-UP Introduction to Pedagogy Course <a href="http://career.ucsf.edu/step-up-course">career.ucsf.edu/step-up-course</a> (GRAD 302)			MANAGE-UP <a href="http://career.ucsf.edu/ManageUp">career.ucsf.edu/ManageUp</a>	TRAIN-UP Introduction to Mentoring Course <a href="http://career.ucsf.edu/TRAIN-UP-course">career.ucsf.edu/TRAIN-UP-course</a>	
	STEP-UP USF-UCSF Teaching Residency <a href="http://career.ucsf.edu/step-up-teaching-residencies-usf">career.ucsf.edu/step-up-teaching-residencies-usf</a>	STEP-UP CCSF-UCSF Teaching Residency <a href="http://career.ucsf.edu/step-up-teaching-residencies-usf">career.ucsf.edu/step-up-teaching-residencies-usf</a>	TRAIN-UP UCSF-CCSF Inclusive Mentoring Fellows <a href="http://career.ucsf.edu/inclusive-mentoring-fellows">career.ucsf.edu/inclusive-mentoring-fellows</a>		TRAIN-UP UCSF-CCSF Inclusive Mentoring Fellows <a href="http://career.ucsf.edu/inclusive-mentoring-fellows">career.ucsf.edu/inclusive-mentoring-fellows</a>	
Positions	Research & Teaching Focused Faculty Positions					
	Research Focused Faculty Positions					
Competency	Publications, Scholarship	Research Vision & Strategy	Funding Plan	Research Independence	Research Feasibility with Available Resources	Verbal Communication of Research
Programs	PAC-UP Applying for faculty positions Getting feedback on your faculty application materials <a href="http://career.ucsf.edu/pacup-events">career.ucsf.edu/pacup-events</a>	PAC-UP Preparing for an Academic Career Course <i>Developing an independent research program</i> (GRAD 201)				PAC-UP The job talk for a faculty position at a PUI <a href="http://career.ucsf.edu/job-talk-PUI">career.ucsf.edu/job-talk-PUI</a>
		PAC-UP Getting feedback on your research statement Demonstration: Giving a chalk talk for a faculty position <a href="http://career.ucsf.edu/pacup-events">career.ucsf.edu/pacup-events</a>				

# Academic Program Roadmap

OCPD programs for academic-bound trainees are called “UP” for Upcoming Professors

Positions	Teaching Focused Faculty Positions					
	Research & Teaching Focused Faculty Positions					
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	<b>STEP-UP USF-UCSF Teaching Residency</b> <a href="http://career.ucsf.edu/step-up-teaching-residencies-usf">career.ucsf.edu/step-up-teaching-residencies-usf</a>	<b>STEP-UP CCSF-UCSF Teaching Residency</b> <a href="http://career.ucsf.edu/step-up-teaching-residencies-usf">career.ucsf.edu/step-up-teaching-residencies-usf</a>	<b>TRAIN-UP UCSF-CCSF Inclusive Mentoring Fellows</b> <a href="http://career.ucsf.edu/inclusive-mentoring-fellows">career.ucsf.edu/inclusive-mentoring-fellows</a>		<b>TRAIN-UP UCSF-CCSF Inclusive Mentoring Fellows</b> <a href="http://career.ucsf.edu/inclusive-mentoring-fellows">career.ucsf.edu/inclusive-mentoring-fellows</a>	
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		<b>PAC-UP Getting feedback on your research statement</b> Demonstration: Giving a chalk talk for a faculty position <a href="http://career.ucsf.edu/pacup-events">career.ucsf.edu/pacup-events</a>				



# The Academic Career Readiness Assessment (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).
<b>T</b> 91% Required	18%	27%	27%
<b>RT</b> 91% Required	14%	36%	32%
<b>R</b> 42%	32%	11%	9%

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).
<b>T</b> 100% Required	18%	18%	55%
<b>RT</b> 86% Required	27%	36%	14%
<b>R</b> 21%	21%		9%

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)
<b>T</b> 82% Required	27%		45%
<b>RT</b> 82% Required	59%	9%	3%
<b>R</b> 34%	32%		3%

T institutions  
(n=11)

RT institutions  
(n=22)

R institutions  
(n=38)

Compe- tency	Teaching Experience	Pedagogical Practices	Ability to Serve a Diverse Student Population
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**STEP-UP Introduction to Pedagogy Course**  
 career.ucsf.edu/step-up-course  
 (GRAD 302)

Programs

**STEP-UP  
USF-UCSF**  
**Teaching Residency**  
 career.ucsf.edu/step-u  
 p-teaching-residencies  
 -usf

**STEP-UP  
CCSF-UCSF**  
**Teaching Residency**  
 career.ucsf.edu/step-u  
 p-teaching-residencies  
 -usf

We teach trainees how to support diversity in the classroom through evidence-based practices.

*"I cannot stress enough how going through STEP-UP has really made me so competitive in the academic job market. The types of conversations I am able to have with faculty and knowledge of so many active learning strategies has really served me well."*

## STEP-UP Series

### Science Teaching Effectiveness Program

Introduction to Pedagogy Course  
 (GRAD 302, Spring quarter)

USF-UCSF Teaching Residency  
 CCSF-UCSF Teaching Opportunity

Science Education Research Journal Club



T institutions  
(n=11)



RT institutions  
(n=22)



R institutions  
(n=38)

RT

## Inclusion of Undergraduate Research Experiences in Research Plan

T	9%
<b>RT</b>	<b>91% Required</b>
R	5%

Candidate demonstrates a clear understanding that they will be working with undergraduate and/or Master's students.	Level 1 & Candidate understands the implications of doing research with non-PhD students on scope of project.	Level 2 & Research plan is specifically tailored to the institution's undergraduate and/or Master's population.	Level 3 & Candidate is able to propose projects of different calibers for different student populations. (7)
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9%	18%	9%	55%	9%
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## Experience Conducting Research with Students

T	27%
<b>RT</b>	<b>82% Required</b>
R	16%

Candidate can articulate a scientific mentoring philosophy that meets the needs of the non-PhD student population served by this institution.	Level 1 & Candidate has experience conducting research with non-PhD students	Level 2 & Research conducted with non-PhD students produced preliminary data.	Level 3 & Data produced by non-PhD students was included in a scientific poster or paper.
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18%	9%
45%	36%
13%	3%

Inclusion of  
Undergraduate  
Research  
Experiences in  
Research Plan

Experience  
Conducting  
Research with  
Students

**TRAIN-UP**

Introduction to Mentoring Course  
[career.ucsf.edu/  
TRAIN-UP-course](http://career.ucsf.edu/TRAIN-UP-course)

**TRAIN-UP**

UCSF-CCSF Inclusive Mentoring Fellows  
[career.ucsf.edu/inclusive-mentoring-fellows](http://career.ucsf.edu/inclusive-mentoring-fellows)

We teach trainees  
how to be inclusive  
research mentors  
and manage for  
productivity and  
well-being of their  
research team.

## TRAIN-UP Series Training Researchers and Interns

Introduction to Mentoring Program  
(4 workshops, Summer and Winter  
quarters)

UCSF-CCSF Inclusive Mentoring Fellows  
Advisor (new, Spring and Fall 2020)  
NSF-funded

Mentoring Workshops  
(TRAIN-UP applied)





T institutions  
(n=11)



RT institutions  
(n=22)



R institutions  
(n=38)

R

### Research Vision & Strategy

		Research program is exciting (16) with a clear direction and includes explicit, feasible steps to attain this direction over the first couple of years.	Level 1 & There is an interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years.	Level 2 & The research question is broken down into smaller, feasible projects that use appropriate methods to answer the question.	Level 3 & The candidate has demonstrated experience successfully implementing this or a similar vision independently. (17)
T	9%	9%			
RT	77% Required	41%	18%	18%	
R	87% Required	13%	29%	34%	11%

### Funding Plan

		Candidate can suggest specific funding agencies and program names to fund proposed research program. (18)	Level 1 & Proposed research program is ambitious and impactful enough to be funded by an R01 grant. (19)	Level 2 & Candidate has developed specific aims that can be realistically achieved with a first R01 grant. (20)	Level 3 & Candidate has developed a funding plan beyond the first R01 grant. (21)
T	9%	9%			
RT	45%	45%			
R	68% Required	8%	24%	34%	3%

### Research Independence

		Candidate has the technical expertise to run their proposed research program independently. (22)	Level 1 & Candidate shows ability to lead a research program, by developing own ideas and new collaborations independently. (23)	Level 2 & Candidate's proposed research program does not appear to be in competition with their current advisor's. (24)	Level 3 & Candidate can provide evidence of independence through advisor's recommendation letter.
T	0%				
RT	59% Required	27%	23%	5%	5%
R	82% Required	11%	32%	24%	16%

## Qualification

Level 1

Level 2

Level 3

Level 4

### Research Feasibility with Available Resources

Candidate demonstrates ability to develop a research program within the limitations of the start-up funds. (8)	Level 1 & Candidate demonstrates the ability to independently manage and run the equipment required for their research program. (9)	Level 2 & Research program is feasible in the institution's research and geographic environment, which includes some minor constraints. (10)	Level 3 & Research plan is tailored to the non-R1 institution's highly limited resources. (11)
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T	9%	9%			
RT	<b>82% Required</b>	14%	9%	38%	23%
R	<b>66% Required</b>	16%	26%	24%	

### Verbal Communication of Research

Can present research clearly and effectively to labmates.	Can present science clearly to scientists in the same sub-discipline (for example, to other microbiologists).	Can present science clearly and effectively to scientists outside of subfield.	Can present science clearly and effectively and can spark the interest of scientists outside of subfield and non-PhD students.
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T	27%	9%	9%	9%
RT	<b>73% Required</b>		14%	<b>59%</b>
R	<b>87% Required</b>		3%	61%

### Publications

Candidate has produced a few papers, regardless of authorship or impact.	Candidate has produced first author papers during postdoc and (12) PhD (regardless of impact) (13).	Candidate has produced first author papers during postdoc and (12) PhD, with at least one paper contributing significantly to the field (14).	Candidate has produced first author papers during postdoc and (12) PhD, at least one of which was published in Cell, Nature, or Science (15).
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New T	18%		18%		
RT	<b>77% Required</b>	9%	<b>64%</b>	5%	
R	<b>100% Required</b>		3%	<b>95%</b>	3%

T institutions  
(n=11)

RT institutions  
(n=22)

R institutions  
(n=38) **RT**

## PAC-UP Series

## Preparing for an Academic Career

Exploring Faculty Careers workshop  
(ACRA introduction)

Preparing for an Academic Career course  
*Developing an independent research program*  
(new: GRAD 201, Winter quarter)

Applying, Interviewing and Negotiating  
positions (6+ workshops, Summer-Fall)

We *supplement*  
career and  
professional  
development  
for faculty careers  
using ACRA-based  
materials.

Compe-  
tency

Publications,  
Scholarship

Research Vision &  
Strategy

Funding Plan

Research  
Independence

Research  
Feasibility  
with Available  
Resources

Verbal  
Communication  
of Research

Programs

**PAC-UP**  
Applying for  
faculty positions  
Getting feedback  
on your faculty  
application  
materials  
[career.ucsf.edu/pacup-events](http://career.ucsf.edu/pacup-events)

**PAC-UP**  
Preparing for an Academic Career Course  
*Developing an independent research program*  
(GRAD 201)

**PAC-UP**  
Getting feedback on your research statement  
Demonstration: Giving a chalk talk for a faculty position  
[career.ucsf.edu/pacup-events](http://career.ucsf.edu/pacup-events)

**PAC-UP**  
The job talk for a  
faculty position at  
a PUI  
[career.ucsf.edu/  
job-talk-PUI](http://career.ucsf.edu/job-talk-PUI)



T institutions  
(n=11)

T



RT institutions  
(n=22)

RT



R institutions  
(n=38)

R

Qualification

Level 1

Level 2

Level 3

Level 4

Recommendations

		Enthusiastic and personalized recommendations from both PD and PhD advisors. (25)	Level 1 & letters from other respected scientists who are well known by the search committee AND who know the candidate well. (26)	Level 2 & letters emphasize candidate's ability to be successful as a principal investigator.	Level 3 & letters emphasize that the candidate shows the potential to become a leader in the field.
T	36%	27%	9%		
RT	73% Required	59%	9%	5%	
R	92% Required	24%	5%	32%	32%

Collegiality

		Candidate demonstrates the ability to interact with colleagues in a professional manner.	Levels 1 & Candidate demonstrates the interpersonal skills well-suited for the department's culture. (27)	Level 2 & Candidate demonstrates willingness to share ideas and resources with colleagues. (28)	Level 3 & Candidate demonstrates the ability to develop collaborative projects with colleagues. (29)
T	91% Required	27%	27%	27%	9%
RT	77% Required	5%	41%	27%	5%
R	76% Required	16%	13%	42%	5%

Fit

		Candidate has sought experiences that align with the institution's teaching/ research mission. (30)	Level 1 & Research or teaching disciplines meet the needs of the department. (31)	Level 2 & Candidate has the ability and determination to handle the high workload. (32)	Level 3 & Candidate highlights potential synergies with others in department or institution.
T	82% Required	18%	45%	9%	9%
RT	95% Required		55%	23%	18%
R	82% Required	5%	29%	16%	32%



Recommendations

MANAGE-UP

[career.ucsf.edu/  
ManageUp](http://career.ucsf.edu/ManageUp)

We teach trainees to assess and navigate any professional relationship and environment, for improved productivity and well-being.

## Manage-Up Series


**Manage-Up for Third Year students**  
(Having a career conversation with your PI,  
Managing your relationship with your research mentor,  
Identifying and managing your mentorship team)

**Manage-Up for Applying to Positions**  
(Strengthening your candidacy,  
Handling Q&A,  
Interviewing while pregnant,  
Interviewing to find if a place is the right fit)

Course activity  
page 5:

Complete your  
activities and share  
with a neighbor  
Training Plan

Qualification	Your level	ACRA target level
Teaching Experience	4	3
<b>Teaching Practices</b>	<b>1</b>	<b>3</b>
Publications	2	2



Top 4 qualifications	Activity
Teaching Practices	Register to STEP-UP course in May
Recommendations	<ol style="list-style-type: none"><li>1. Set up a meeting with Laurence to discuss relationship with my PI</li><li>2. Reach out to faculty I met at the conference last September and ask them to provide feedback on my research plans</li></ol>

2. Use the next part of the lecture to fill in the activities you will need to engage in

Share your plan with a partner, provide suggestions



**What activities do you need to engage in to attain your career goals?**

Based on the ACRA framework, what is your level of mastery for each skill?

What is your career goal?

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

# OCPD counseling appointments

## Course activity 6:

## Do you need a counseling appointment?

If you are a graduate student or a postdoctoral scholar, you have access to 4 counseling appointments a year:

- Academic careers with me
- Non-Academic careers with Mike Matrone

<https://career.ucsf.edu/appointments>

You can use the academic career appointments to discuss specific challenges you may have on the path to academia.

## OCPD counseling appointments

**Last page of  
the survey is  
our feedback  
page - please  
complete it  
now!**

If you are a graduate student or a postdoctoral scholar, you have access to 4 counseling appointments a year:

- Academic careers with me
- Non-Academic careers with Mike Matrone

<https://career.ucsf.edu/appointments>

You can use the academic career appointments to discuss specific challenges you may have on the path to academia.



# Our UCSF Community

3,198 Students, 1,111 postdocs = 4,309

## Our Goal

**Tutorial:**  
[bit.ly/exploring  
2020](https://bit.ly/exploring2020)

**ACRA:**  
[career.ucsf.edu  
/ACRA](https://career.ucsf.edu/ACRA)

Every single student and postdoc at UCSF has the knowledge, skills and confidence to navigate your career successfully.

## Our 2 Minute Ask

1. Try anything you learned today
2. Tell someone else
3. Share the slides
4. Give a person a card
5. Put up a flyer (or take one down)
6. Normalize it...on social media  
UCSFOCPD   
7. Give us feedback
8. Come back...and bring a friend
9. Greet each other on campus
10. Do your thing

Everyone deserves to belong to a healthy, functioning workplace

# Share what you learned today with one other trainee

Tutorial:

[bit.ly/exploring2020](https://bit.ly/exploring2020)

ACRA:

[career.ucsf.edu/ACRA](https://career.ucsf.edu/ACRA)

Laurence Clement, PhD

[laurence.clement@ucsf.edu](mailto:laurence.clement@ucsf.edu)

