



Preparing for a Faculty Career and Job Search

August 4th and August 7th, 2023

For postdoctoral fellows and late stage graduate students interested in faculty careers





Thanks to our faculty panelists and presenters

Chris Barton (Belmont)

Karen Meisch (Austin Peay)

Maria Byndloss

Neil Osheroff

Jin Chen

Henrique Serezani

David Cortez

Wallace Sharif (Morehouse)

Kathy DelGiorno

Eric Skaar

Kathy Gould

Chris Wright

Maria Hadjifrangiskou

Qiangjun (QJ) Zhou

and to BRET and the ASPIRE team, especially Angela Zito and Mary Gray Lindstrom

Resources page on the Workshop website

BRET Career Development ASPIRE Program

Helpful resources

Shared by workshop speakers & panelists

Finding and attaining the right fit: understanding faculty roles at US academic institutions and overview of the faculty job search process

- [Carnegie Classifications](#) of US institutions of higher education
- [Academic Career Readiness Assessment \(ACRA\)](#) – developed at UCSF, ACRA is a rubric to facilitate understanding of expectations of faculty at different types of academic institutions.
- [NIH faculty recruitment website](#)
- [NSF list of federally funded R&D centers](#)
- Oak Ridge Institute of Research and Education ([ORISE](#)) – manages postdoctoral fellowships and internship programs for the U.S. Department of Energy and national labs
- [ASBMB article](#) about research careers at independent research institutes
- Institutional members of the [Association of Independent Research Institutes \(AIRI\)](#) employ many biomedical research scientists
- The BRET ASPIRE Program interviews alumni about their careers in the [Beyond the Lab](#) series; a range of faculty and other careers are included in the series.

Planning your independent research career

- [Not discussed: the unspoken rules for a career in academic medicine research](#) (book by Vanderbilt professor, Dr. Mike Stein)

Event Description
Registration
Session Descriptions
Schedule At-A-Glance
Helpful Resources



<https://medschool.vanderbilt.edu/career-development/faculty-job-search-resources/>

Workshop schedule


TODAY

- | | |
|-------------|---|
| 9:00-10:45 | Finding and attaining the right fit |
| 11:00-12:20 | Planning your independent research career and applying for faculty jobs |
| 12:30-2:10 | Interviews and job talks (with lunch) |
| 2:15-3:15 | International faculty panel |

MONDAY

- | | |
|-------------|--|
| 11:00-12:30 | Mock faculty search committee (with lunch) |
| 12:45-1:45 | Negotiating your faculty compensation & start-up |
| 2:00-3:00 | Teaching-intensive faculty panel |
| 3:00-4:00 | Writing a teaching philosophy |

Snacks and water available throughout the day



Finding the right fit: understanding US institutions, faculty roles, and the job search process

Kim Petrie, PhD
Assistant Dean for Biomedical Career Development
Vanderbilt University School of Medicine

Kathy Gould, PhD
Louise B. McGavock Chair
Professor of Cell and Developmental Biology
Senior Associate Dean for Biomedical Research, Education, and Training



Agenda

- Landscape of academia
 - Overview of the academic job search
 - A few key resources
-
- Academic Career Readiness Assessment

An aerial photograph of a residential neighborhood with various colorful houses and greenery. A central white rectangular box with a black border contains the text. The houses are in shades of blue, orange, yellow, and red, interspersed with trees and lawns. A prominent feature is a house with a blue and white checkered roof.

The landscape of “academia”

Carnegie Classification – framework to understand academia

- Created in 1970 by the Carnegie Foundation for the Advancement of Teaching; updated every few years
- Classifies all US institutions of higher education
 - Types and numbers of degrees they award
 - Research activity
 - Characteristics of the student body
- Useful tool for academic job seekers >>>
 - Create lists to target based on geography or student body type, look up institutions with open positions, etc.




<https://carnegieclassifications.acenet.edu>

There are 3939 higher ed institutions classified into 7 basic types.



1. Doctoral universities
(3 subtypes: R1, R2, R3 based on R&D expenditures)
2. Master's colleges and universities
3. Baccalaureate colleges
4. Baccalaureate colleges/Associate's colleges
5. Associate's colleges
6. Special-focus institutions (law, art, medicine, etc)
7. Tribal colleges and universities



For research-focused jobs,
academia is not the only option!



Where else do Principal Investigators (PIs) work?

US government laboratories

Where else do Principal Investigators (PIs) work?

US government laboratories

- NIH has many “intramural” labs led by PIs (~1100 PIs + 2000 research staff + 4000 trainees)
- NIH recruits ~30 tenure-track faculty/year, many through Stadtman program path

How intramural funding works

<https://irp.nih.gov/our-research/irp-review-process>



IRP researchers are usually
reviewed
every 4 years



IRP researchers are reviewed on the
entirety of their research program



IRP reviews are
largely retrospective



IRP researchers are reviewed by
Boards of Scientific Counselors (BSCs),
external individuals with outstanding scientific
credentials who are committed to providing
rigorous, objective reviews

Where else do Principal Investigators (PIs) work?

US government laboratories

- NIH, CDC, FDA
- EPA, USDA, NASA
- Military and law enforcement labs
- 39 federally-funded R&D centers, e.g. Oak Ridge, Frederick National Lab for Cancer Research (see NSF list at <https://www.nsf.gov/statistics/ffrdclist/>)
- Uniformed Services University of the Health Sciences

Where to look for positions

- ORISE (internships & postdocs, not NIH): <https://orise.orau.gov/index.html>
- USAJobs.com (staff)
- PIs often recruited directly through agency website; e.g. NIH faculty recruitment: <https://irp.nih.gov/careers/faculty-level-scientific-careers>

Where else do Principal Investigators (PIs) work?

Independent research institutes (IRI)

- Nonprofits that operate independently of universities or companies
- Often started by an endowment to conduct research in a specific area or topic
- [ASBMB article](#) about IRI
- [Association of Independent Research Institutes \(AIRI\)](#) has >80 members



Additional roles to consider in 'academia'

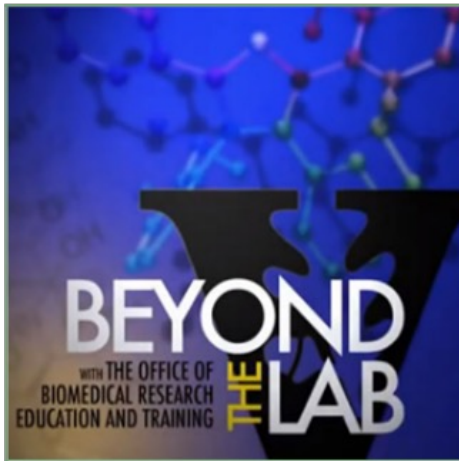
- Staff scientists
- Core facility directors
- Research faculty
- Research or academic administration



- Research project manager
- Grants management
- Technology transfer
- Development
- Communications
- Graduate and postdoc offices
- Undergraduate programs or advising
- Science outreach

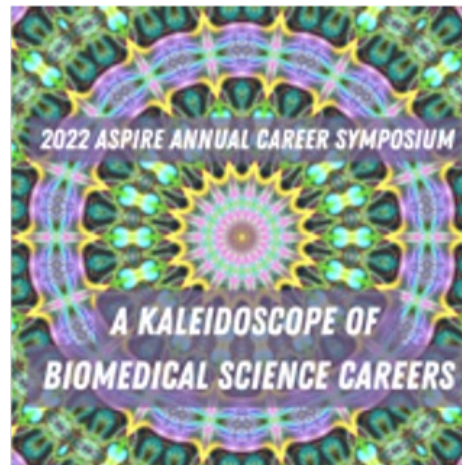
Where to learn about careers and employers

Beyond the Lab



<https://medschool.vanderbilt.edu/career-development/beyond-the-lab-see-listen/>

Annual Career Symposium



<https://medschool.vanderbilt.edu/career-development/events/>

PhD Career Stories





The academic job search
(faculty positions)

Application package

Always need

- CV
- Cover letter
- List of 3-5 referees who can speak to your potential to be an outstanding faculty member

May also need

- Research plan/statement
- Statement of prior research accomplishments
- Diversity statement
- Teaching philosophy
- Teaching evaluations/portfolio
- Statement of faith (some religiously affiliated institutions)

Faculty search timeline usually begins ~1 year prior to job start

Self-reflection, networking, discussions w/ mentors



late summer to early fall	early to mid-fall	mid to late fall	winter-spring	February - April	late summer
Open jobs advertised	Application deadlines	1 st interviews	Campus interviews	Job offers	Appointment starts



Sessions about self-reflection and planning

Self-reflection, networking,
discussions w/ mentors



Finding the right fit (today)

*Planning your independent research career and
applying for faculty jobs (today)*

Effective poster presentations

(10/5/23, Biomedical Scientist's Toolkit)

K awards (9/14/23, ASPIRE Postdoc Café)



late summer to early fall	early to mid-fall	mid to late fall	winter- spring	February - April	late summer
Open jobs advertised	Application deadlines	1 st interviews	Campus interviews	Job offers	Appointment starts

Sessions about preparing your application materials

Planning your independent research career and applying for faculty jobs (today)

Writing a teaching philosophy/educator portfolios (Monday)

Mock search committee (Monday)



late summer to early fall	early to mid-fall	mid to late fall	winter-spring	February - April	late summer
Open jobs advertised	Application deadlines	1 st interviews	Campus interviews	Job offers	Appointment starts




Sessions about interviewing, job talks, and chalk talks

Faculty interviews and job talks (today)

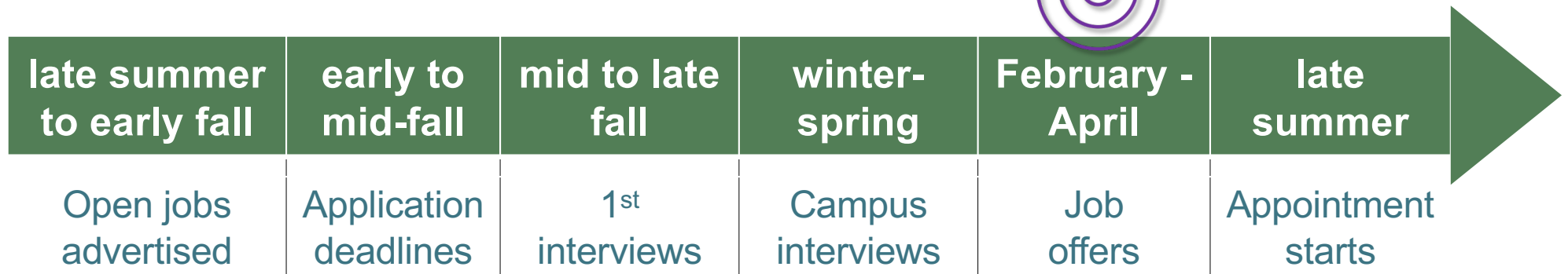


late summer to early fall	early to mid-fall	mid to late fall	winter-spring	February - April	late summer
Open jobs advertised	Application deadlines	1 st interviews	Campus interviews	Job offers	Appointment starts



Sessions about negotiation

*Negotiating your faculty compensation
and start-up package (Monday)*




Sessions pertinent to international scholars and faculty positions in teaching-intensive institutions

International faculty panel (today)

Teaching-intensive faculty roles (Monday)

late summer to early fall	early to mid-fall	mid to late fall	winter-spring	February - April	late summer
Open jobs advertised	Application deadlines	1 st interviews	Campus interviews	Job offers	Appointment starts



Sessions about successfully starting up your lab

Preparing to mentor

(3/21/24, Biomedical Scientists' Toolkit)

Setting Up and Running a New Lab

(4/18/24, ASPIRE Café for Postdocs)



late summer to early fall	early to mid-fall	mid to late fall	winter-spring	February - April	late summer
Open jobs advertised	Application deadlines	1 st interviews	Campus interviews	Job offers	Appointment starts



Faculty search timeline usually begins ~1 year prior to job start

Self-reflection, networking,
discussions w/ mentors



late summer to early fall	early to mid-fall	mid to late fall	winter- spring	February - April	late summer
Open jobs advertised	Application deadlines	Screening interviews	Campus interviews	Job offers	Appointment starts



Resources

Resources page on the Workshop website

BRET Career Development ASPIRE Program

Helpful resources

Shared by workshop speakers & panelists

Finding and attaining the right fit: understanding faculty roles at US academic institutions and overview of the faculty job search process

- [Carnegie Classifications](#) of US institutions of higher education
- [Academic Career Readiness Assessment \(ACRA\)](#) – developed at UCSF, ACRA is a rubric to facilitate understanding of expectations of faculty at different types of academic institutions.
- [NIH faculty recruitment website](#)
- [NSF list of federally funded R&D centers](#)
- Oak Ridge Institute of Research and Education ([ORISE](#)) – manages postdoctoral fellowships and internship programs for the U.S. Department of Energy and national labs
- [ASBMB article](#) about research careers at independent research institutes
- Institutional members of the [Association of Independent Research Institutes \(AIRI\)](#) employ many biomedical research scientists
- The BRET ASPIRE Program interviews alumni about their careers in the [Beyond the Lab](#) series; a range of faculty and other careers are included in the series.

Planning your independent research career

- [Not discussed: the unspoken rules for a career in academic medicine research](#) (book by Vanderbilt professor, Dr. Mike Stein)

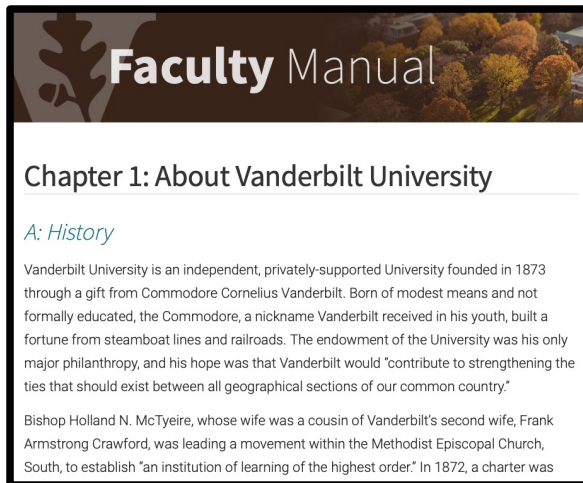
Event Description
Registration
Session Descriptions
Schedule At-A-Glance
Helpful Resources



<https://medschool.vanderbilt.edu/career-development/faculty-job-search-resources/>

Other great online resources

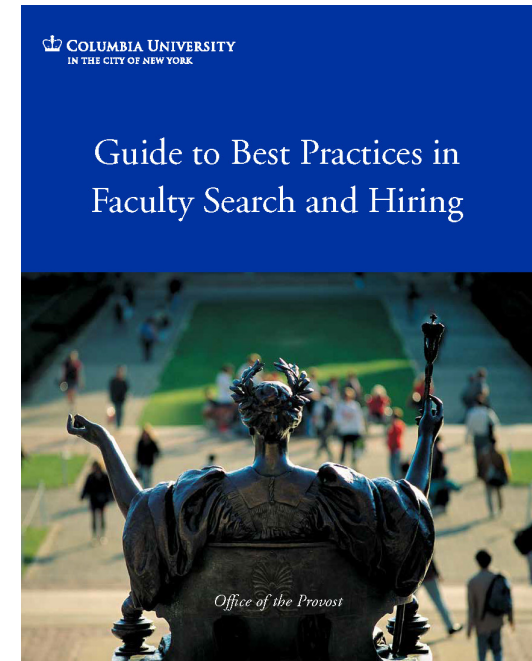
Institutional faculty manuals



NIH OITE

- OITE Academic Careers Playlist on YouTube - videos about how to apply, interview, and negotiate
- OITE Careers Blog Posts tagged "Faculty" offer good advice on all aspects of the faculty job search

Institutional hiring guides



Vanderbilt Center for Teaching



- Workshops and events
- >80 teaching guides on topics from facilitating discussions to teaching lab courses to writing a diversity statement
- Certificate in College Teaching
- Sign up for their newsletter

A few interesting recent papers

SCIENCE ADVANCES | RESEARCH ARTICLE

NEUROSCIENCE

Myths and facts about getting an academic faculty position in neuroscience

Nina S. Hsu[†], K. Paul Rezaei-zadeh[†], Michael S. Tennekoon, Stephen J. Korn*

Copyright © 2021
The Authors, some
rights reserved;
exclusive licensee
American Association
for the Advancement
of Science. No claim to
original U.S. Government
works.

aaup
AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS

The Annual Report on the Economic Status of the Profession, 2022–23

(JUNE 2023)

 eLife

FEATURE ARTICLE

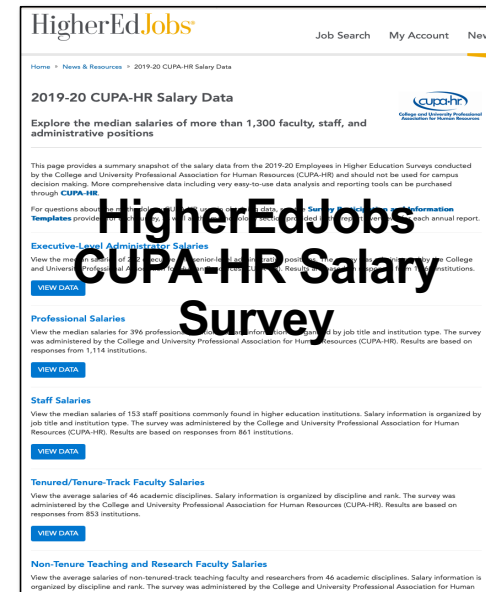
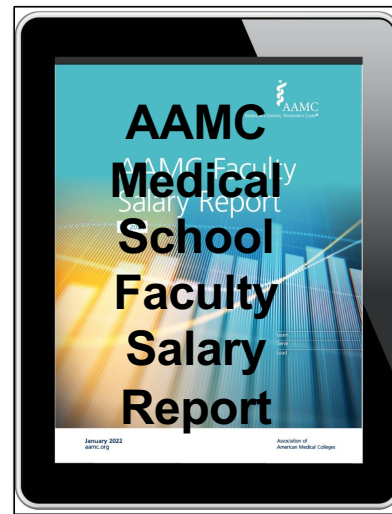
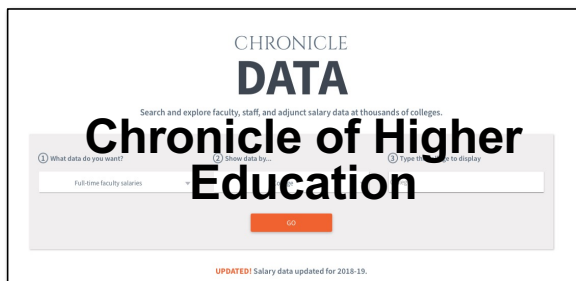


RESEARCH CULTURE

A survey-based analysis of the academic job market

JASON D FERNANDES[†], SARVENAZ SARABIPOUR[†], CHRISTOPHER T SMITH,
NATALIE M NIEMI, NAFISA M JADAVJI, ARIANGELA J KOZIK,
ALEX S HOLEHOUSE, VIKAS PEJAVER, ORSOLYA SYMMONS[†],
ALEXANDRE W BISSON FILHO AND AMANDA HAAGE*

Salary data



The Annual Report on the Economic Status of the Profession, 2022-23

(JUNE 2023)

Faculty salaries at state universities are public information; do a Google search for the university.



The Academic Career Readiness Assessment (ACRA)

Helping Biomedical Scholars Explore, Prepare for
and Apply to Faculty Positions



Office of Career &
Professional Development
Student Academic Affairs

Supported by:

Burroughs Wellcome Fund



Plan for this session:

1. Define the 3 main categories of institutions used in the ACRA tool
2. Describe the study conducted to develop the ACRA tool
3. Explain how to use the ACRA tool
4. Answer as many of your questions as I can on the ACRA



After completing the session, you should be able to:

1. Describe the findings of the Academic Career Readiness Assessment study
2. Describe essential hiring criteria at the type of institution at which you would like to work as faculty
3. Assess your level of competitiveness for the positions of choice



The Different Types of Institutions Where You Could Be a Faculty Member



Office of Career &
Professional Development
Student Academic Affairs

Research-Intensive Institutions

(R)* *The Carnegie Classification of Institutions of Higher Education™

- Offer a full range of baccalaureate programs
- Are committed to graduate education through the doctorate
- Give high priority to research
- Award 50 or more doctoral degrees each year
- Receive annually \$40 million or more in federal support

Research-Intensive Institutions (R1)

Success at this type of institution means:

- Obtaining and sustaining large grants
- Publishing regularly in high-impact journals
- Achieving national & international recognition and collaborations





(Photo by Matt Wade)

University of California,
Berkeley

Public Institution



(Photo by Matt Wade)

Research-Intensive Institutions (R1s)

ENVIRONMENT:

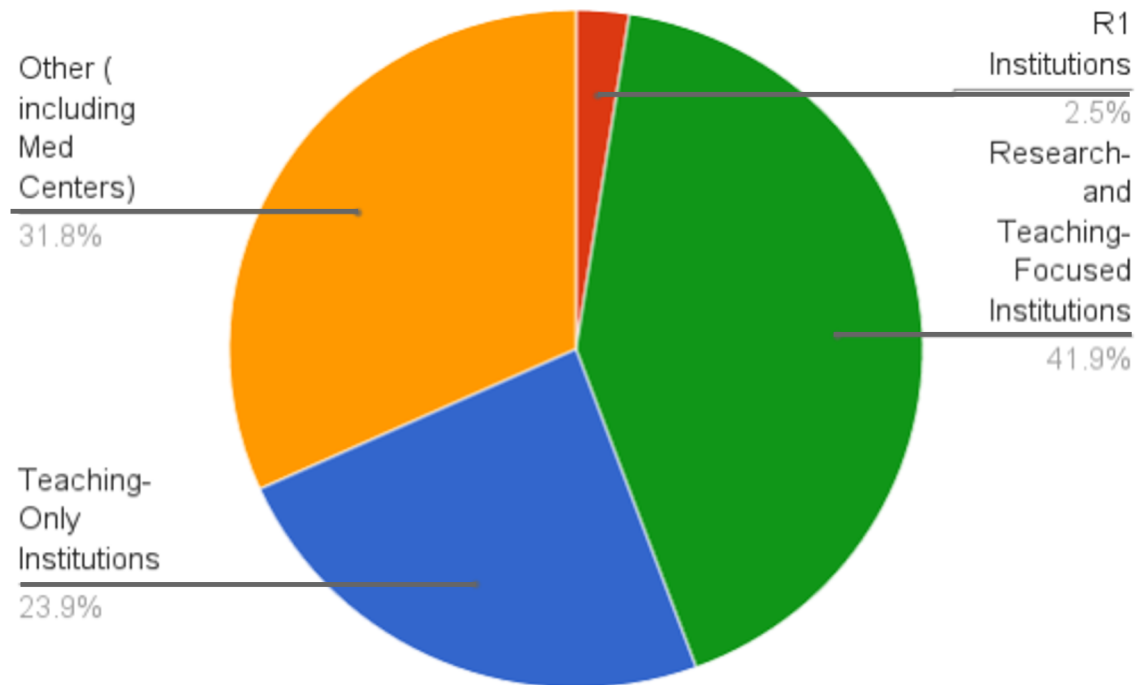
- Access to graduate students and postdoctoral scholars
- Access to high research budget, state-of-the-art facilities & equipment
- Peers are often renowned scientists, Institutional prestige
Low teaching load



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

- A. 2.5%
- B. 22.5%
- C. 42.5%
- D. 62.5%

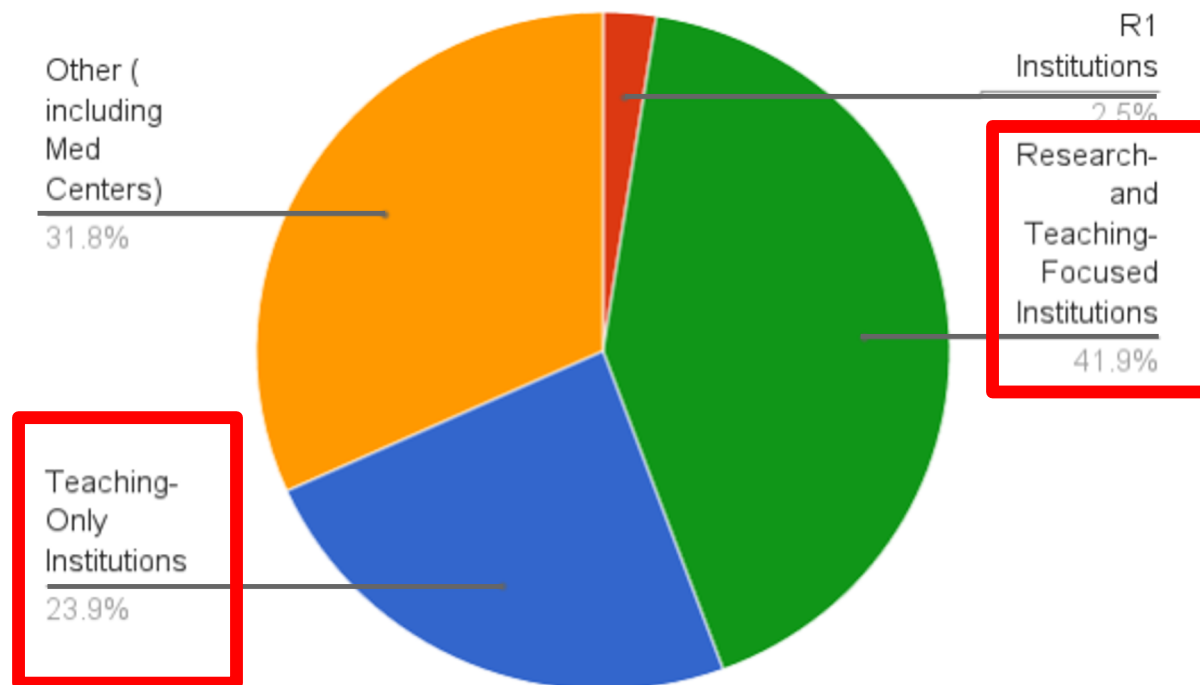
Answer: **2.5%**



3,939 higher education institutions in the U.S.

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

Answer: 2.5%



3,939 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)

Table 2: ACRA Categories are based on the Carnegie Classification

Carnegie Basic Classification		ACRA Category
Doctoral Universities ¹ - Highest Research Activity	R1	R
Doctoral Universities ¹ - Higher Research Activity	R2	RT
Doctoral Universities ¹ - Moderate Research Activity	R3	RT
Master's Colleges & Universities ² - Larger Programs	M1	RT
Master's Colleges & Universities ² - Medium Programs	M2	RT
Baccalaureate Colleges ³	BAC	RT
Associate's Colleges ⁴ (Community Colleges)	CC	T

Source: The Carnegie Classification of Institutions of Higher Education™ <http://carnegieclassifications.iu.edu/index.php>
¹ Awarded > 20 research/scholarship doctoral degrees during the year; ² Awarded > 50 master's degrees and < than 20 doctoral degrees during the year; ³ Institutions where baccalaureate or higher degrees represent > 50 % of all degrees but with < than 50 master's degrees or 20 doctoral degrees; ⁴ Institutions at which the highest level degree awarded is an associate's degree

Research- and Teaching-Focused Institutions (RT)

Expectations:

- Balancing research with a significant teaching load
- Publication and funding expectations vary widely across institutions (from R1-level to very low requirements)
- High teaching and mentoring expectations





Rhodes College, Memphis, Tennessee



Liberal Arts College
(or Baccalaureate* College)
Private, Non-Profit



*The Carnegie Classification of Institutions of Higher Education™

Research Environment:

- Small start-up research budget
- Variable publication and funding expectations



*The Carnegie Classification of Institutions of Higher Education™

Teaching And Mentoring Environment:

- 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





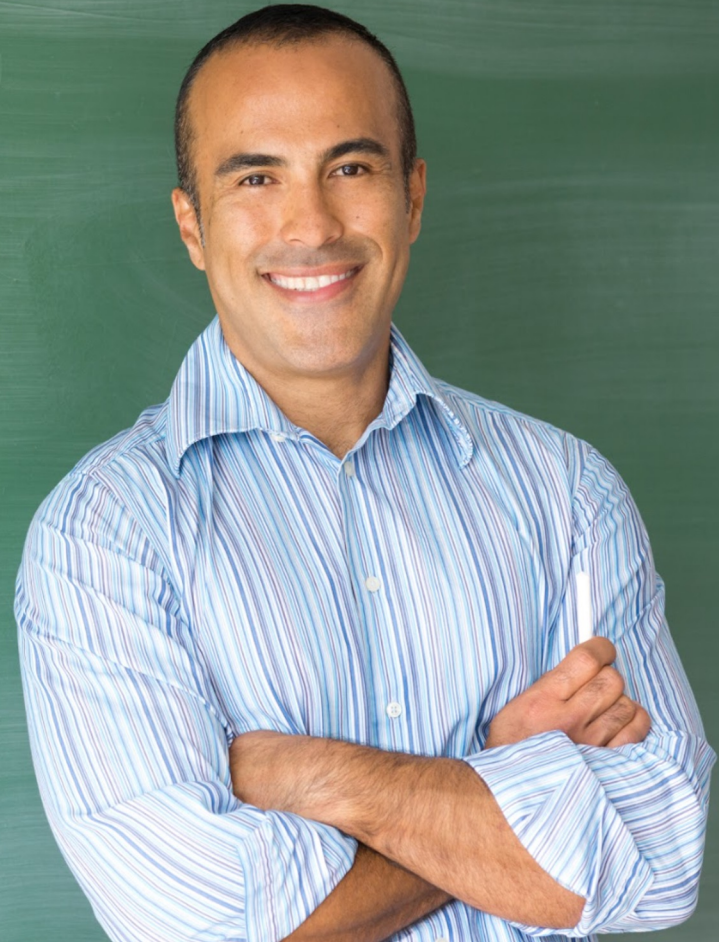
Teaching-Only Institutions

(T)

Teaching-Only Institutions (T)

Success at this type of institution is different still:

- Teaching effectiveness, support of diverse student needs, and collegiality are important
- Tenure is usually more of a formality: selection happens at the hiring level



Kingsborough Community College, New York, NY



**Community College
(or Associate's* College)
Public**



*The Carnegie Classification of Institutions of Higher Education™



Environment:

- No research
- Very high teaching load
- Student body is extremely diverse



Review

R: Research-intensive

→ Also known as R1s

RT: Research and Teaching (dual focus)

→ For example, Baccalaureate colleges/ Liberal Arts

T: Teaching-Only

→ Also known as Associate's Colleges

→ For example, Community Colleges

Introduce yourselves to each other (briefly).

Select a discussion leader and a note-taker for reporting out.

Discuss what you think the criteria are for each of the position types.

Discuss the criteria for each institution for ~12 minutes.

R: Research-intensive
→ Also known as R1s

RT: Research and Teaching (dual focus)
→ For example, Baccalaureate colleges/
Liberal Arts

T: Teaching-Only
→ Also known as Associate's Colleges
→ For example, Community Colleges

**Let's hear what everyone is
thinking about these positions!**



What does it take to get hired at these institutions?

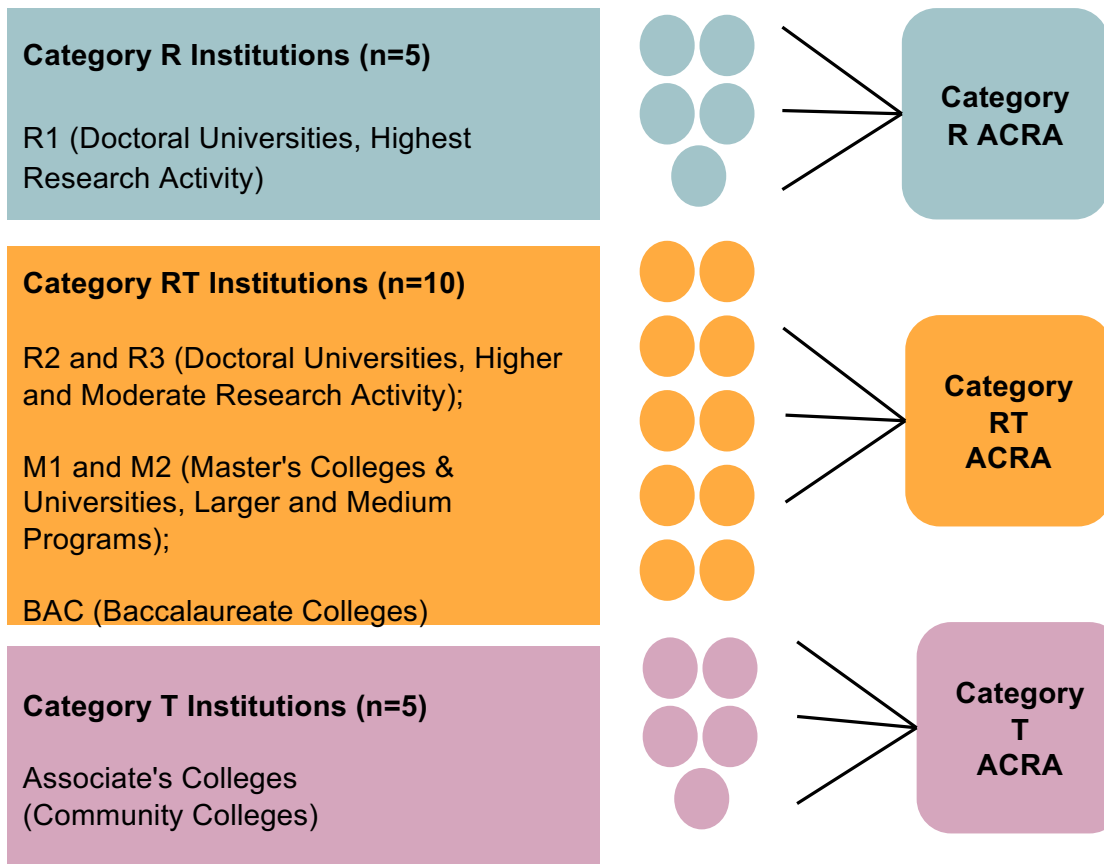
Academic Career Readiness Assessment



Office of Career &
Professional Development
Student Academic Affairs

How ACRA was built

Interviewed Faculty (n=20)



The Academic Career Readiness Assessment (ACRA)

Qualification Level 1 Level 2 Level 3 Level 4

T

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%

The Academic Career Readiness Assessment (ACRA)

RT

Qualification Level 1 Level 2 Level 3 Level 4

Qualification		Level 1	Level 2	Level 3	Level 4
Inclusion of Undergraduate Research Experiences in Research Plan		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)
T	9%	9%			
RT	91% Required	18%	9%	55%	9%
R	5%	5%			
Experience Conducting Research with Students		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.
T	27%	18%	9%		
RT	82% Required	45%	36%		
R	16%	13%	3%		

The Academic Career Readiness Assessment (ACRA)

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	82% Required	14%	9%	36%	23%
	R	66% Required	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%	
	RT	73% Required			14%	59%
	R	87% Required		3%	61%	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	77% Required	9%	64%	5%	
	R	100% Required		3%	95%	3%

RT

The Academic Career Readiness Assessment (ACRA)

Qualification		Level 1	Level 2	Level 3	Level 4	
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%

R

The Academic Career Readiness Assessment (ACRA)

Qualification Level 1 Level 2 Level 3 Level 4

			Level 1	Level 2	Level 3	Level 4
T	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%
RT	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%
R	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%

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 (classroom)
from all backgrounds





Next steps in using the ACRA tool

1) Conduct a self-assessment of your strengths using the ACRA tool and identify areas that need improvement for a faculty position

<https://career.ucsf.edu/phds/academic/acra>

2) Be strategic about the way you spend your time to acquire the qualifications you will need

The Academic Career Readiness Assessment (ACRA)

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	82% Required	14%	9%	36%	23%
R	66% Required	16%	26%	24%	

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%			

Develop a plan - *Examples*

Qualification	Goal	Activities	Timeline
Research Feasibility	Level 3: Research plan is feasible in the institution's environment, which includes some constraints	<ul style="list-style-type: none"> → Get coffee/zoom with someone in a similar position now and ask what kinds of resources or constraints exist at the liberal arts college they are now at. → Draft my research plan and send it to them for review 	<p>Now</p> <p>Aug-Sept</p>
Teaching Experience	Level 2: Candidate has been fully responsible for organizing and teaching a course	<ul style="list-style-type: none"> → Look for internship opportunities → Collect evaluations from students at the end of the course 	<p>Now</p> <p>Dec</p>



Authors and Contact Information

Authors:

Laurence Clement, PhD

Jennie Dorman, PhD

To find out more:

- career.ucsf.edu/ACRA



Questions?

Next up: 11:00-12:20

Panel discussion with faculty


*Planning your independent research career and
applying for faculty jobs*




David Cortez, PhD
Chair and Professor of Biochemistry
Ingram Professor of Cancer Research

Kathy DelGiorno, PhD
Assistant Professor, Cell & Developmental Biology

Eric Skaar, PhD MPH
Ernest W. Goodpasture Professor of Pathology, Microbiology, and Immunology
Vice Chair for Basic Research, Department of Pathology, Microbiology, and
Immunology






Mariana Xavier Byndloss, D.V.M., Ph.D.
Assistant Professor of Pathology, Microbiology and Immunology

Jin Chen, MD/PhD
Professor of Medicine and Cell and Developmental Biology, Director of NCI T32 Program

Chris V. Wright, D. Phil.
Professor of Cell and Developmental Biology
Louise B. McGavock Chair





Maria Hadjifrangiskou, Ph.D.

Associate Director, Vanderbilt Institute for Infection, Immunology and Inflammation
Associate Professor of Pathology, Microbiology and Immunology
Associate Professor in Urology

C. Henrique Serezani, Ph.D.

Associate Professor of Medicine, Infectious Disease
Associate Professor of Pathology, Microbiology and Immunology
Associate Professor of Pharmacology

Qiangjun Zhou, Ph.D.

Assistant Professor, Department of Cell and Developmental Biology
Training Faculty, Vanderbilt Brain Institute
Member, Center for Structural Biology and Vanderbilt Kennedy Center

