

# Faculty Application Materials Checklist

## CHECKLIST 1: CURRICULUM VITAE AND COVER LETTER

Use the following checklist to make sure you have addressed all the important points in your faculty application materials.

Faculty members will typically spend just 2 minutes to review your Cover Letter and CV. The question they are trying to answer is: **Does this candidate have potential?**

For more details, visit [career.ucsf.edu/faculty-materials](http://career.ucsf.edu/faculty-materials).

| Dimension           | Description   | CL   | CV   |
|---------------------|---|--|--|
| <b>REPUTATION</b>   | <p><b>NAMES:</b> Mentions institution names, PI &amp; important collaborator names for graduate and postdoctoral work</p> <p><b>RECOGNITION:</b><br/>Demonstrates:</p> <ul style="list-style-type: none"> <li>- Recognition for excellence (awards, honors)</li> <li>- Efforts to increase recognition (presentations and posters)</li> </ul>                                       | <input type="checkbox"/><br><br><br><input type="checkbox"/><br><input type="checkbox"/>   | <input type="checkbox"/><br><br><br><input type="checkbox"/><br><input type="checkbox"/>                     |
| <b>PRODUCTIVITY</b> | <p><b>RESEARCH FINDINGS:</b><br/>Description of prior and current research focuses on results &amp; findings</p> <p><b>SCHOLARSHIP:</b><br/>Mentions important papers &amp; patents<br/>Separates in review/in preparation publications from rest</p>   | <input type="checkbox"/><br><br><input type="checkbox"/>   | <input type="checkbox"/><br><br><input type="checkbox"/>   |
| <b>FUNDABILITY</b>  | <p><b>PRIOR FUNDING:</b></p> <ul style="list-style-type: none"> <li>- Fellowships</li> <li>- PI's grants (roles and amounts)</li> <li>- Own grants (roles and amounts)</li> </ul> <p><b>VISION:</b> Describes future research goals and potential impact</p>  | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |
| <b>TEACHING</b>     | <p><b>EXPERIENCE:</b> Describes teaching experience (if teaching is a required skill)</p> <p><b>PHILOSOPHY:</b> Describes teaching philosophy (if teaching is a required skill)</p>   | <input type="checkbox"/><br><input type="checkbox"/>   | <input type="checkbox"/><br><input type="checkbox"/>   |
| <b>MENTORING</b>    | <p><b>EXPERIENCE:</b><br/>Describes mentoring experience (if mentoring is a required skill)<br/>Includes names of students mentored, dates and current status</p> <p><b>PRODUCTIVITY WITH UNDERGRADUATES:</b> (if mentoring is a required skill)<br/>Briefly describes how students were involved in research process (training, presentations at conferences, publications)</p>    | <input type="checkbox"/><br><br><input type="checkbox"/>   | <input type="checkbox"/><br><input type="checkbox"/>   |
| <b>SERVICE</b>      | <p>Briefly mentions service and outreach experiences (if service is a required skill)</p> <p>Lists service and outreach experiences, reviewer roles, society memberships</p>  | <input type="checkbox"/>   | <input type="checkbox"/>   |
| <b>FIT</b>          | <p>Demonstrates relevant education/training</p> <p>Organizes materials so that the most important skills for the institution are addressed first</p> <p>Expresses enthusiasm for the position</p> <p>Expresses willingness to meet the needs of the institution</p> <p>Describes how research, teaching and/or mentoring goals serve the needs of the department or institution</p> | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |

# Faculty Application Materials Checklist

## CHECKLIST 2: RESEARCH AND TEACHING STATEMENTS

Faculty members may not get to your Research and Teaching Statements until your application makes it through the first or second stages of selection. The question they are trying to answer is: **Does this candidate have the potential to meet the tenure requirements for this type of position in the future?**

| Research Statement   | Research-intensive institutions (R1) | Research w/some Teaching (R1, Master's granting) | Teaching w/some Research (Liberal Arts Colleges) |
|--|--------------------------------------|--|--|
| 1. Presents 2-3 research goals                                 | <input type="checkbox"/>             | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 2. Goals are relevant to field                                 | <input type="checkbox"/>             | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 3. Research plan is clearly outlined                           | <input type="checkbox"/>             | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 4. Discusses fundability of ideas                              | <input type="checkbox"/>             | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 5. Describes potential impact for institution/field            | <input type="checkbox"/>             | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 6. Takes up at least 50% of RS (for basic sciences)            | <input type="checkbox"/>             | <input type="checkbox"/>                         |  |
| 7. Discusses feasibility with this student population          |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 8. Describes potential impact for students                     |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 9. Describes ability to collect data with students             |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         |
| 10. Takes into account limitations in facilities and equipment |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         |

## Faculty Application Materials Checklist

| Teaching Statement   | Research-intensive institutions (R1) | Research w/some Teaching (R1, Master's granting) | Teaching w/some Research (Liberal Arts Colleges) | Teaching Only (Community College) |
|--|--------------------------------------|--|--|-----------------------------------|
| <b>Teaching Experience</b>   |                                      |  |  |                                   |
| 1. Has had contact with students, either through TA'ing or Guest Lectures  | <input type="checkbox"/>             | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 2. Has taught at least one full course independently   |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 3. Has designed curriculum   |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 4. Has received some professional development in pedagogy  |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| <b>Teaching Philosophy</b>   |                                      |  |  |                                   |
| 5. Understands the needs of the institution  |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 6. Demonstrates intent to serve these needs  |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 7. Aims at promoting student engagement  |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 8. Has clear teaching goals  |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 9. Goals are focused on higher order thinking skills (e.g. critical thinking)  |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 10. Uses innovative teaching approaches and assessments  |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 11. Revises curriculum based on student needs  |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| <b>Mentoring experience</b>  |                                      |  |  |                                   |
| 12. Has some mentoring experience  |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 13. Research goals are feasible with undergraduates  |                                      |  | <input type="checkbox"/>                         |                                   |
| 14. Demonstrated productivity with undergraduates: data collection, conference presentations, and possibly peer-review publications with students. |                                      |  | <input type="checkbox"/>                         |                                   |
| <b>Diversity</b>   |                                      |  |  |                                   |
| 15. Can explain the meaning and the importance of diversity in U.S. education  |                                      | <input type="checkbox"/>                         | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 16. Can discuss strategies for serving the diverse needs of students   |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 17. Has experience working with students with diverse needs  |                                      |  | <input type="checkbox"/>                         | <input type="checkbox"/>          |
| 18. Has experience using strategies for serving the diverse needs of students  |                                      |  |  | <input type="checkbox"/>          |