Evidence-Based Training Goals and OCPD Programs for Faculty Positions

Research & Teaching Focused Faculty Positions

Institution

Competency	Teaching Experience	Pedagogical Practices	Ability to Serve a Diverse Student Population	Recommendations	Publications, Scholarship	Research Vision & Strategy	Funding Plan	Research Independence	Research Feasibility with Available Resources	Verbal Communication of Research	Inclusion of Undergraduate Research Experiences in Research Plan	Experience Conducting Research with Students
Level of training required (majority institutions)	Trainee has been fully responsible for organizing and teaching a course.	Trainee is familiar with the evidence supporting the use of active learning strategies in the classroom.	Trainee demonstrates the sensitivity, respect for individuals of all backgrounds, and the interpersonal skills to interact with them.	Enthusiastic and personalized recommendations from both PD and PhD advisors.	Trainee has produced first author papers during postdoc and PhD (regardless of impact)	Research program is exciting with a clear direction and includes explicit, feasible steps to attain this direction over the first couple of years.		Trainee has the technical expertise to run their proposed research program independently.	Research program is feasible in the institution's research and geographic environment, which includes some minor constraints.		Research plan is specifically tailored to the institution's undergraduate and/or Master's population.	Trainee can articulate a scientific mentoring philosophy that meets the needs of the non-PhD student population served by this institution.
Additional level of training required (more demanding positions)	Trainee has been fully responsible for organizing and teaching a variety of courses with undergraduate students.	Trainee demonstrates that they can use active learning strategies effectively in the classroom, reflects on own teaching effectiveness and uses an iterative process to teaching to improve curriculum.	Trainee has immersed self in a diverse community, or has mentored, advised or taught diverse populations of students.	Letters from other respected scientists who are well known by the search committee AND who know the candidate well.	Trainee has produced first author papers during postdoc and PhD, with at least one paper contributing significantly to the field.	There is an interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years. The question is broken down into smaller, feasible projects that use appropriate methods.	Trainee can suggest specific funding agencies and program names to fund proposed research program.	Trainee shows ability to lead a research program, by developing own ideas and new collaborations independently. (& evidence of independence through advisor's recommendation letter.)	Research plan is tailored to the non-R1 institution's highly limited resources.	Trainee can present science clearly and effectively and can spark the interest of scientists outside of subfield and non-PhD students.	Trainee is able to propose projects of different calibers for different student populations.	Trainee has experience conducting research with non-PhD students

OCPD Programs

- **STEP-UP Introduction to Pedagogy Course** — career.ucsf.edu/step-up-course (GRAD 302)
  - **STEP-UP USF-UCSF Teaching Residency** — career.ucsf.edu/step-up-teaching-residencies-usf
  - **STEP-UP CCSF-UCSF Teaching Residency** — career.ucsf.edu/step-up-teaching-residencies-usf
  - **TRAIN-UP CCSF-UCSF Mentoring Partnership** — career.ucsf.edu/NSFATE2018
- **MANAGE-UP** — career.ucsf.edu/ManageUp
- **PAC-UP Applying for faculty positions** — Getting feedback on your faculty application materials — https://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 — https://career.ucsf.edu/pacup-events
- **PAC-UP Applying for faculty positions** — Getting feedback on your faculty application materials — https://career.ucsf.edu/pacup-events
- **PAC-UP The job talk for a faculty position at a PUI** — career.ucsf.edu/job-talk-PUI
- **TRAIN-UP Introduction to Mentoring Course** — career.ucsf.edu/TRAIN-UP-course
  - **TRAIN-UP CCSF-UCSF Mentoring Partnership** — career.ucsf.edu/NSFATE2018

Teaching Focused Faculty Positions | Research Focused Faculty Positions

Institution

Competency	Teaching Experience	Pedagogical Practices	Ability to Serve a Diverse Student Population	Recommendations	Publications, Scholarship	Research Vision & Strategy	Funding Plan	Research Independence	Research Feasibility with Available Resources	Verbal Communication of Research	Recommendations
Level of training required (majority institutions)	Trainee has been fully responsible for organizing and teaching a course.	Trainee is familiar with the evidence supporting the use of active learning strategies in the classroom.	Trainee demonstrates the sensitivity, respect for individuals of all backgrounds, and the interpersonal skills to interact with them.	Enthusiastic and personalized recommendations from both PD and PhD advisors.	Trainee has produced first author papers during postdoc and PhD, with at least one paper contributing significantly to the field	Research program is exciting with a clear direction and includes explicit, feasible steps to attain this direction over the first couple of years. There is an interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years. The question is broken down into smaller, feasible projects that use appropriate methods.	Proposed research program is ambitious and impactful enough to be funded by an R01 grant.	Trainee shows ability to lead a research program, by developing own ideas and new collaborations independently.	Trainee demonstrates ability to develop a research program within the limitations of the start-up funds.	Trainee can present science clearly and effectively to scientists outside of subfield.	Enthusiastic and personalized recommendations from both PD and PhD advisors.
Additional level of training required (more demanding positions)	Trainee has been fully responsible for organizing and teaching a variety of courses with community college students.	Trainee demonstrates that they can use active learning strategies effectively in the classroom, reflects on own teaching effectiveness and uses an iterative process to teaching to improve curriculum.	Trainee has immersed self in a diverse community, or has mentored, advised or taught diverse populations of students.	Letters from other respected scientists who are well known by the search committee AND who know the candidate well.	Trainee has produced first author papers during postdoc and PhD, at least one of which was published in Cell, Nature, or Science.		Trainee has developed specific aims that can be realistically achieved with a first R01 grant.	Trainee's proposed research program does not appear to be in competition with their current advisor's.	Trainee demonstrates the ability to independently manage and run the equipment required for their research program & program is feasible in the institution's research and geographic environment, which includes some minor constraints.	Trainee can present science clearly and effectively and can spark the interest of scientists outside of subfield and non-PhD students.	Letters from other respected scientists who are well known by the search committee AND who know the candidate well.

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These recommendations are based on the findings of a qualitative study of life science hiring practices aimed at developing the Academic Career Readiness Assessment (ACRA) rubric.

We are currently conducting a larger-scale study across institutions and STEM fields, and will update these recommendations as our study evolves.

For more on the ACRA rubric, studies and related materials, visit career.ucsf.edu/ACRA

This document was last updated on 9.30.2019.