Evidence-Based Training Goals and OCPD Programs for Faculty Positions

Research & Teaching Focused Faculty Positions

**Teaching Focused Faculty Positions**

** Competency **

- **Teaching Experience**
  - Faculty has been fully responsible for organizing and teaching a course.
  - Faculty is familiar with the evidence supporting the use of active learning strategies in the classroom.
  - Faculty demonstrates the pedagogies, respect for individuals of all backgrounds, and the interpersonal skills to interact with students.

- **Pedagogical Practices**
  - Faculty has taught a variety of courses and community college students.
  - Faculty demonstrates that they can use active learning strategies effectively in the classroom, reflects on active teaching effectiveness, and uses an iterative process to improve teaching in the future.

- **Ability to Serve a Diverse Student Population**
  - Faculty has been fully responsible for organizing and teaching a diverse course.
  - Faculty has demonstrated that they can use active learning strategies effectively in the classroom, reflects on active teaching effectiveness, and uses an iterative process to improve teaching in the future.

- **Recommendations**
  - Letters of recommendation from other required scientists who are well known by the research committee AND who know the candidate well.

** Publications, Scholarship **

- Faculty has been fully responsible for organizing and teaching a diverse course.
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- **Research Vision & Strategy**
  - Faculty has produced first author papers during position and PhD (general research impact).

- **Funding Plan**
  - Faculty has produced first author papers during position and PhD (general research impact).

- **Research Independence**
  - Faculty has demonstrated the pedagogies, respect for individuals of all backgrounds, and the interpersonal skills to interact with students.

- **Research Feasibility with Available Resources**
  - Faculty has produced first author papers during position and PhD (general research impact).

- **Verbal Communication of Research**
  - Faculty has demonstrated the pedagogies, respect for individuals of all backgrounds, and the interpersonal skills to interact with students.

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**OCPD Programs**

- **STEP-UP Teaching Residency (GRAD 202)**
  - STEP-UP Introduction to Pedagogy Course (career.ucsf.edu/step-up-course)
  - STEP-UP Principles of Instructional Design (career.ucsf.edu/step-up-course)
  - STEP-UP Introduction to Pedagogy Course (career.ucsf.edu/step-up-course)

- **PAC-UP Teaching Residency (GRAD 201)**
  - PAC-UP Applying for faculty positions (career.ucsf.edu/pac-up/)
  - PAC-UP Getting feedback on your faculty application materials (career.ucsf.edu/pac-up/)
  - PAC-UP Teaching Residency (career.ucsf.edu/step-up-course)

- **TRIAN-UP Teaching Residency (career.ucsf.edu/trian-up/)
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- **CCSF-UCSF Mentoring Partnership**
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These recommendations are based on the findings of a qualitative study of life science hiring practices among institutions developing the Academic Career Research 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.