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Research-Intensive Institutions Academic Career Readiness Assessment Framework

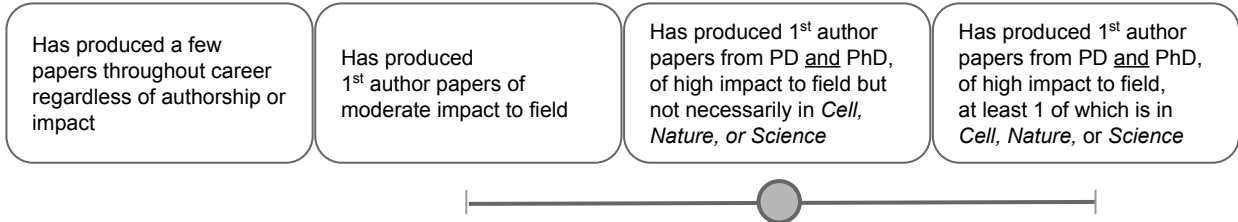
Level 1

Level 2

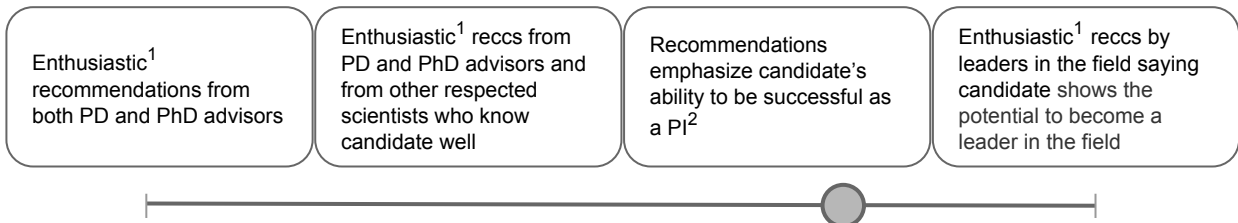
Level 3

Level 4

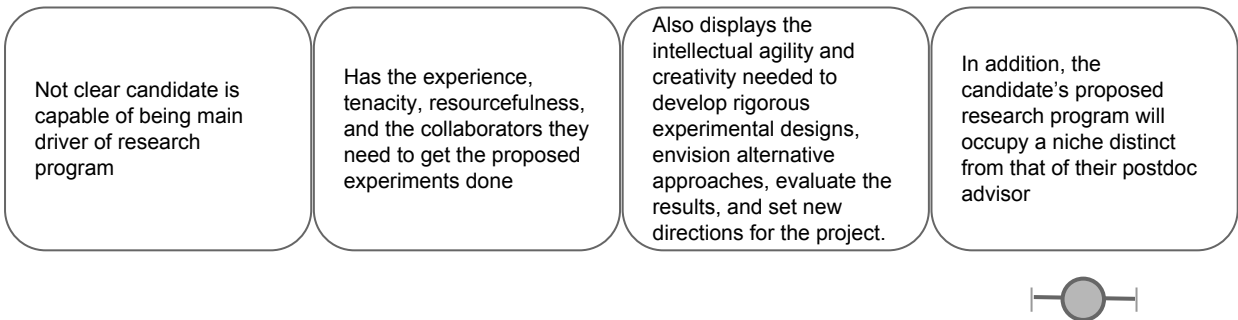
Publications



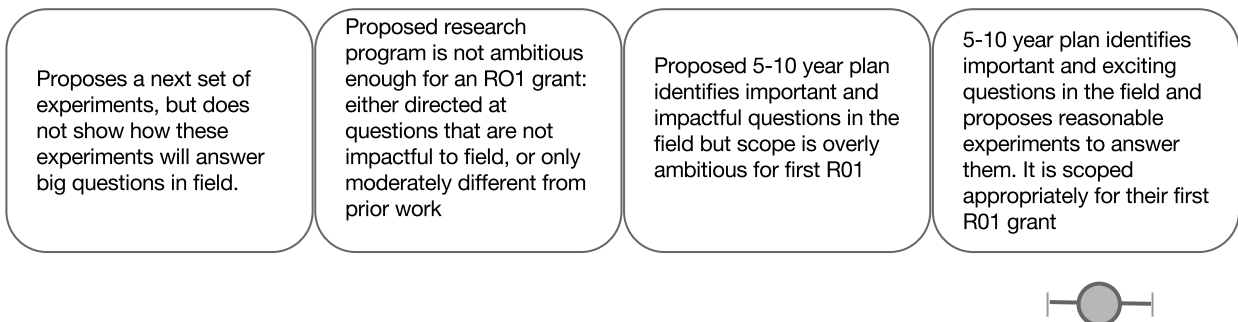
Recommendations



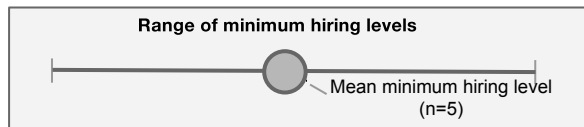
Scientific Independence



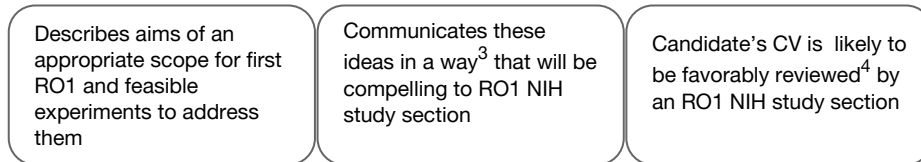
Scientific Vision



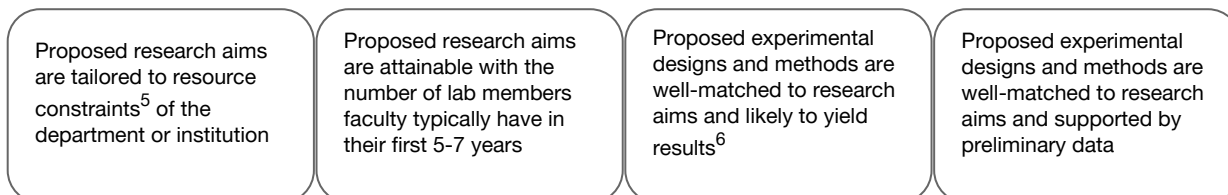
Legend:



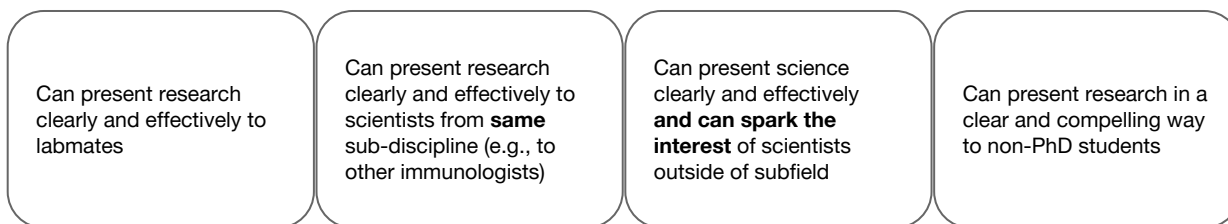
Future Funding Potential



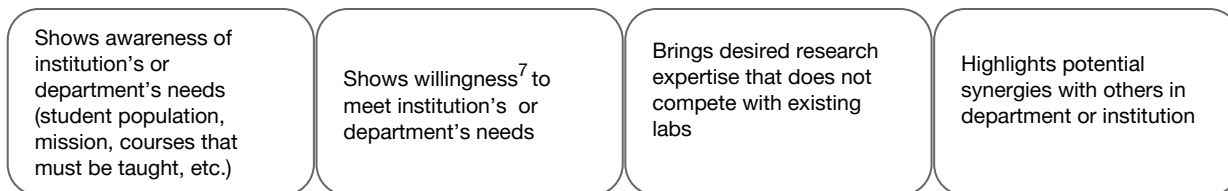
Research Feasibility



Verbal Communication of Research



Fit



Footnotes:

- ¹ Normalized to the typical enthusiasm level of the recommender, when compared to other letters they have written.
- ² The ability to identify important gaps in field, take on big challenges, drive project, persevere to completion.
- ³ I.e., with clarity, logical organization, caveats, and alternative approaches.
- ⁴ I.e., a strong publication record and a prestigious pedigree or awards
- ⁵ Do-able given the available equipment, space, animal facilities, time for doing research, typical start-up packages, etc.
- ⁶ But not yet supported by preliminary data.
- ⁷ No prior experience is assumed.

RT

Research- and Teaching-Focused Academic Career Readiness Assessment Framework

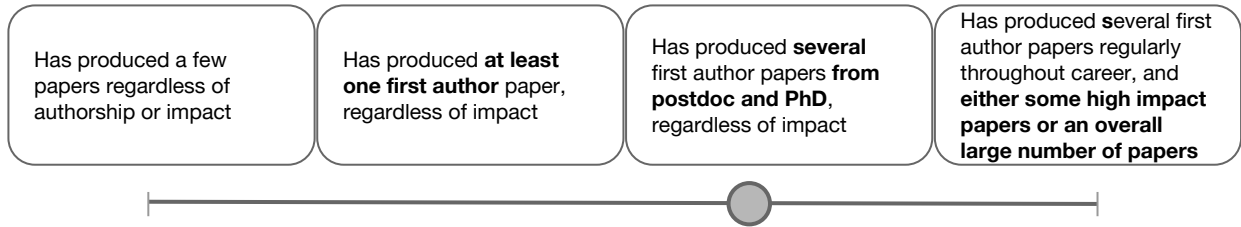
Level 1

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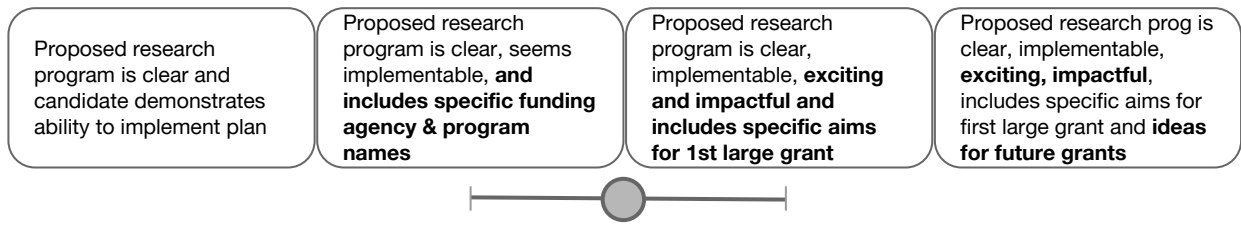
Level 3

Level 4

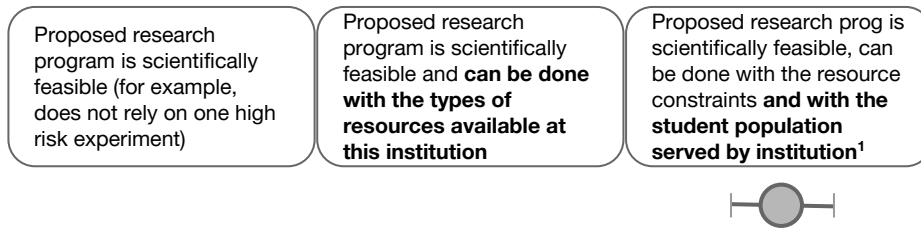
Publications



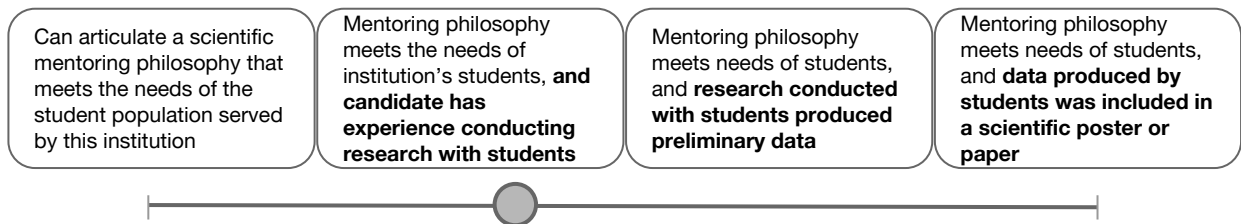
Fundability of Scientific Vision



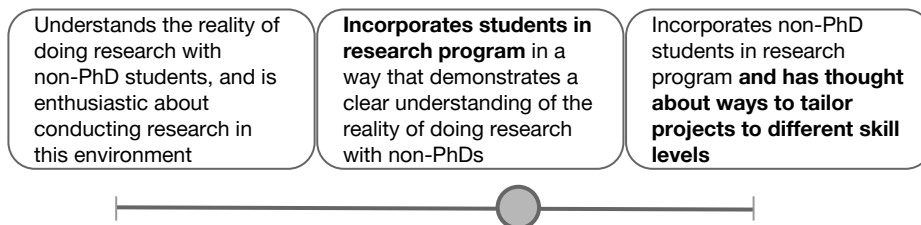
Research Feasibility



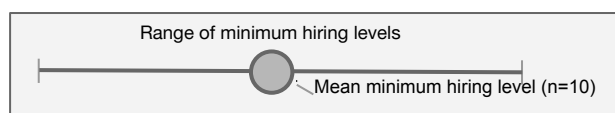
Experience Conducting Research with Students



Plan for Conducting Research with Students



Legend:



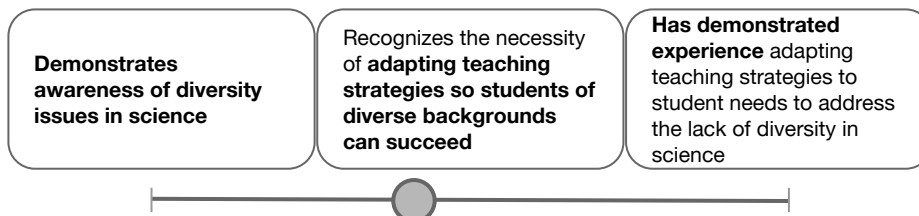
Level 1

Level 2

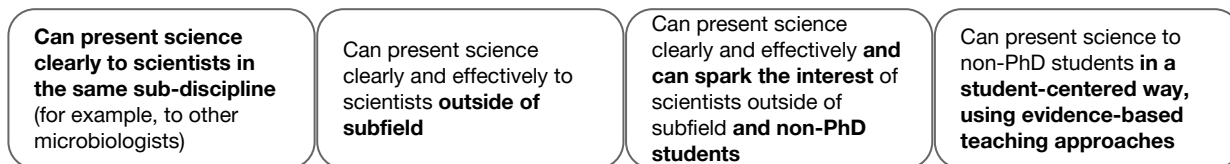
Level 3

Level 4

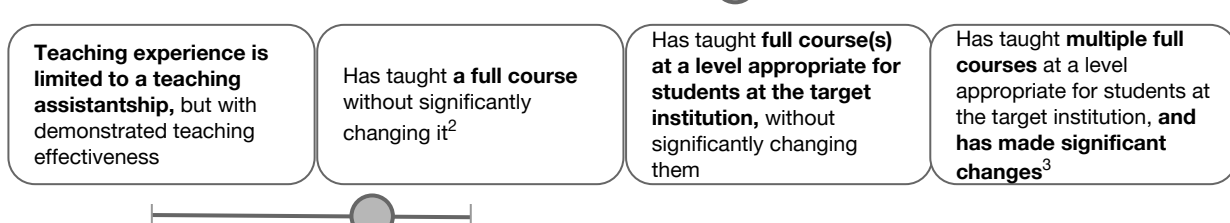
Commitment to Serving Diverse Students



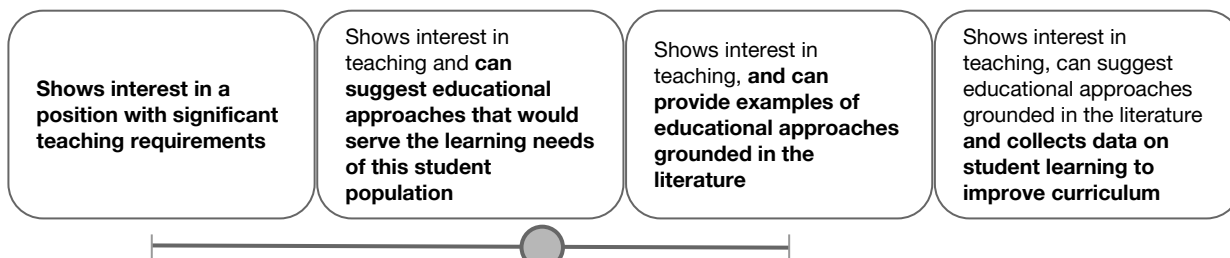
Teaching and Communication Abilities



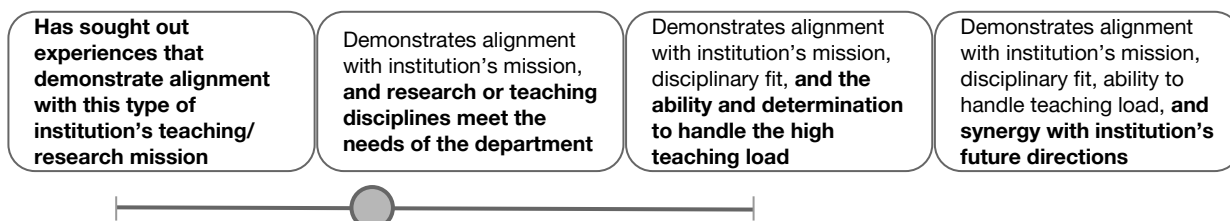
Teaching Experience



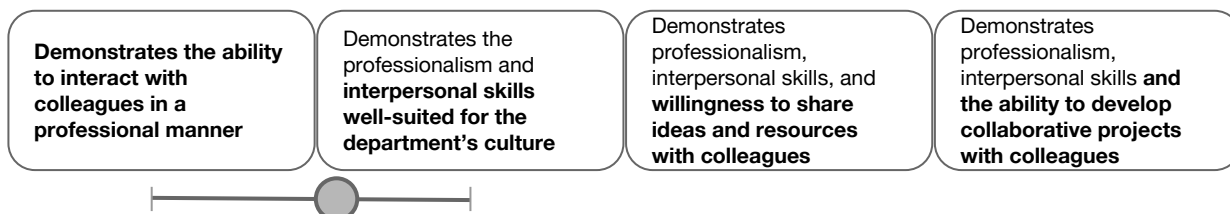
Teaching Philosophy and Strategies



Fit



Potential for Working Well with Colleagues



Footnotes:

¹ Some of these RT institutions serve primarily undergraduates, while others serve both undergraduates and Master's students.

² In this case, the candidate used the syllabus, assignments and materials developed by prior instructors.

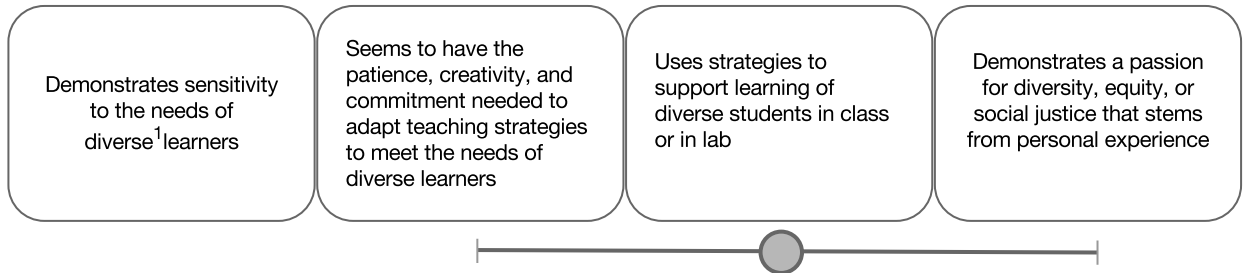
³ Demonstrating an ability to develop curriculum, course materials, assignments and assessments.



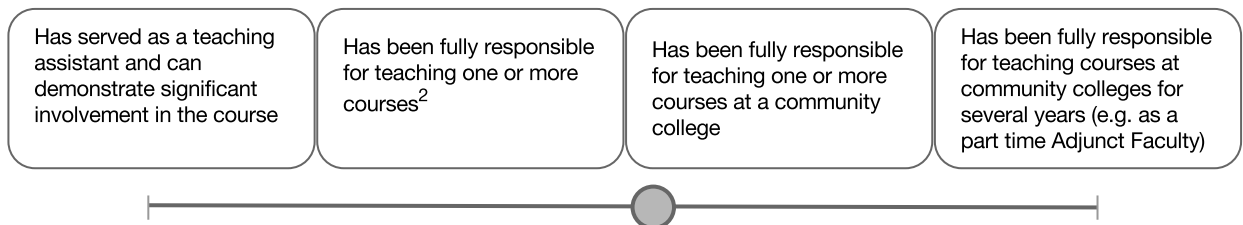
Teaching-Only Institutions Academic Career Readiness Assessment Framework



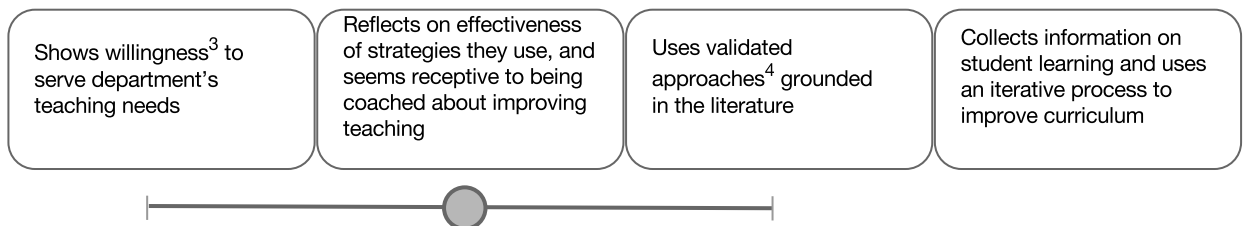
Commitment to Serving Diverse Students



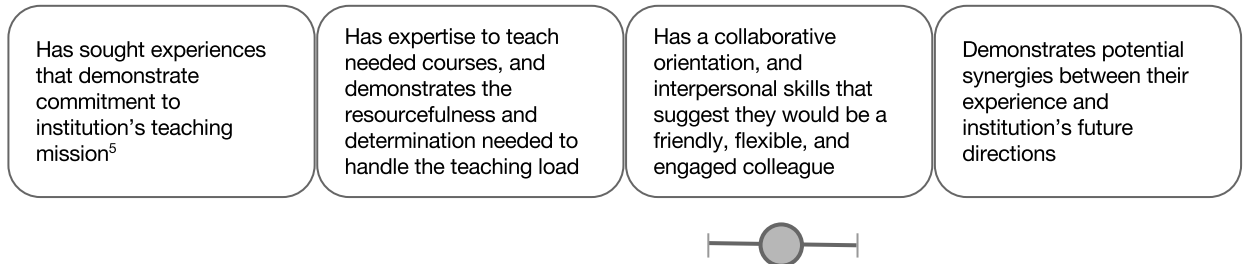
Teaching Experience



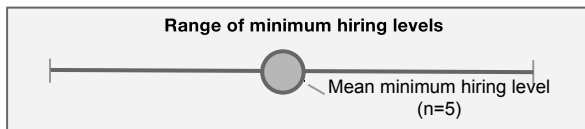
Teaching Philosophy and Strategies



Fit



Legend:



Footnotes:

- ¹ For example, students from under-represented, socioeconomically diverse, or first generation backgrounds; different learning abilities; english language learners; those who must work full time, are single parents, etc.
- ² Fully responsible means they have responsibility for the syllabus, lectures, labs, assignments, exams, etc. Courses here means undergraduate courses, and preferably lower division courses since those are most similar to the level of community college courses.
- ³ No experience is assumed.
- ⁴ Such as active learning, student engagement, equity strategies, peer learning, or culturally relevant content.
- ⁵ Has sought out opportunities to teach or tutor.

MORE INFORMATION ABOUT THE ACRA

Table 1: Significant contributors to hiring decisions, by type of institution

Research-Intensive Institutions (n=5)	Research and Teaching Institutions (n=10)	Teaching-Only Institutions (n=5)
Scientific Independence (5/5)		
Publications (5/5)	Publications (8/10)	
Recommendations (4/5)		
Future Funding Potential (5/5)	Fundability of Scientific Vision (5/10)	
Scientific Vision (5/5)		
Research Feasibility (3/5)	Research Feasibility (7/10)	
Verbal Communication of Research (3/5)	Teaching and Communication Abilities (7/10)	
	Teaching Philosophy and Strategies (6/10)	Teaching Philosophy and Strategies (4/5)
	Teaching Experience (7/10)	Teaching Experience (5/5)
Fit (5/5)	Fit (10/10)	Fit (5/5)
	Commitment to Serving Diverse Students (4/10)	Commitment to Serving Diverse Students (4/5)
	Potential for Working Well with Colleagues (5/10)	
	Experience Conducting Research w/ Students (6/10)	
	Plan for Conducting Research w/ Students (7/10)	

Source: Faculty positions in the life sciences: Improving trainees' awareness of hiring criteria. J.B. Dorman, T.A. Nguyen, N. Saul, R. McGee, A.C. Goldfien, L. Clement.

Table 2: ACRA Categories are based on the Carnegie Classification

Carnegie Basic Classification	ACRA Category
Doctoral Universities ¹ - Highest Research Activity	R1
Doctoral Universities ¹ - Higher Research Activity	R2
Doctoral Universities ¹ - Moderate Research Activity	R3
Master's Colleges & Universities ² - Larger Programs	M1
Master's Colleges & Universities ² - Medium Programs	M2
Baccalaureate Colleges ³	BAC
Associate's Colleges ⁴ (Community Colleges)	CC

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