

# Academic Job Search

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# Intended Outcomes from Today's Workshop

- Things to Consider as you pursue the Academic Path
- Constructing Your CV and Supporting Documents
  - Research, Teaching, and Diversity Statements
  - Delivering your skills using PAR Statements
- Reference Etiquette
  - Who to ask, when, what info to give them
- Interview Preparation –
  - See handout of actual academic interview questions
  - 18 US and 10 International Universities (2014-2017)

# When To Prepare Your CV for the Academic Job Search

**Sep - Nov** - Seek advice and support of your advisor and other mentors. Develop CV and begin to apply for jobs. Network!

**Nov - Jan** - Prepare for screening interviews – Skype, Telephone, and at annual conferences. Ask advisors to help if they can; for example...by making calls on your behalf.

**Jan - Mar** - Prepare for campus visits. Some may begin with telephone or Skype screening interview. Follow up with enthusiastic thank you letters following each interview.

**Mar - May** - Negotiate offers. Be sure you are being offered the space and resources you need to be successful.

# Things to Consider

**Before you can move forward...**

**think about what's next in your career**

- Do I need a job NOW, or do I have time to look?
- Do I want the Academic track, or should I consider Industry?
- If a non-US citizen, will my visa status impact my search?
- Is another Postdoc or continued education an option?
  - What are the financial implications of this option?
  - Will the economic climate be the same in the next few years?
- Are there other jobs I can perform until I find what I'm looking for?
  - Sometimes job search is two-step process to land the job you want
- Is a different profession/industry an option?

# Things to Consider

## Is the culture of the institution/lab in line with my work and life styles?

- What type of lab environment would I be comfortable in?
- Am I compatible with the work environment I am pursuing?
- Do my philosophies and life values align with the institution's core values and guiding principles?

# Where do You Want to Work?

What kind of Academic Institution do you want to work in; what role do you want?

- **How big?**
- **Public, private, something else?**
- **Research (how much)?**
- **Teaching (how much)?**
- **Students (what level)?**
- **Funding?**
- **Other roles within the institution?**
- **U.S. or International?**

# How Do You Find Faculty Opportunities?

## Start with Networking

- For your academic job search to be successful, you have to develop connections in your department and in your field
- Faculty in your department will be your allies and mentors, but it is helpful to connect with other grad students and postdocs as well
- You should also see if your department offers information or notifications about specific position openings
- Conferences are a great place to network with faculty and postdocs from academic institutions

# How Do You Find Faculty Opportunities?

- In addition to resources offered by your department or professional associations, you can find posted faculty positions for your target universities on their Human Resources site
- To search postings more broadly, use:  
Chronicle's [https://chroniclevitae.com/job\\_search](https://chroniclevitae.com/job_search) or  
Higher Ed <https://careers.insidehighered.com/>
- Faculty positions abroad are also available on [www.jobs.ac.uk](http://www.jobs.ac.uk), a site which includes a career resources section
- Indeed.com
- Review the GECD Website for additional resources  
<https://gecd.mit.edu/explore-careers/careers-phds/academic-careers>

# Develop Your Target List of Academic Institutions

<http://carnegieclassifications.iu.edu/>

<https://www.higheredjobs.com/default.cfm>

<http://nextwave.sciencemag.org/cdc/>

<http://www.academickeys.com>

- Academic journals (Science, Nature, etc.)
- Society newsletters, journals and websites
- BMES, SFB, MRS, TERMIS, AIChE, ACS
- Departmental websites
- Emails to your department head/advisor
- Conference postings
- Talking / networking with others in the field

# Developing Your Communications

What are the top 4-5 things you want hiring committees to know about you?

Consider:

- **Skills (Technical and Behavioral)**
- **Achievements**
- **Knowledge Areas**
- **Professional Qualities**
- **Other**

**Take a minute to jot them down**

# Who Can Give You Targeted Feedback on Your Documents?

Name a few people who could review your documents and provide helpful feedback

- **Mentors**
- **Career Counselors**
- **P.I.'s**
- **Other Postdocs or Students**
- **Friends**
- **Others in Your Network (Alumni)**

# CV vs. Resume

## Curriculum Vitae

- A full list of your professional and educational history
- Length is not important, usually several pages
- Mostly used for academic and research positions
- Full list of publications
- Content is more important than Style
- Less tailoring to fit job
- References are included

## Resume

- List of relevant skills pertinent to the targeted job/company
- Usually one page, 2 is OK-PhD's
- Used for non-academic or some research positions
- Business focused, no personal information
- Content and Style are both important
- Adapted to fit each specific job
- References not included

# What is a CV Used For?

## Applying for:

- Teaching or research opportunities
- Fellowships or further academic training
- A grant or contract funding proposal
- Tenure or promotion
- Membership in a professional society or organization
- Submitted as background bio for an introduction to a lecture or presentation

# Are Your Strongest Assets Apparent?

## As you develop your communications

- You want to make your 4-5 most notable skills, achievements, knowledge areas leap off the page for readers
- You want to survive the 10 second rule and get into the **YES** pile

# Are You Presenting All Of Your Assets?

## Don't forget your Behavioral Assets

- Ability to work in a collaborative environment
- Ability to work in a multi-disciplinary environment
- Ability to lead a project
- Strong verbal and written communication skills
- Team...etc.

# Develop Your Strategy

- Who is your audience?
- How technically savvy are they?
  - Make sure your research is clearly displayed on page 1 so they understand **What** you did, **How** you did it, and the **Result/Impact** of your effort
- Include a detailed Teaching section after your Research
- What will they find interesting about you?
- Material you present early in your CV is likely to stand out more than material placed later
  - An exception – publications, often towards the end
- Headings can be titled strategically, and moved around

# Content – Message

## Actual Examples

- **Before** – Work included research on PTSD patients
  - **After** - Collaborated with scientist in translational approach of clinical findings with healthy volunteers and patients with PTSD/ depression which resulted in first time set-up of human MRI studies
- 
- **Before** – Worked on diffusion coefficients and Brownian dynamics of DNA origami structures
  - **After** – Led project team to create a model to calculate the diffusion coefficients and Brownian dynamics of DNA origami structures in collaboration with researchers from MIT and Harvard

***List what you did and how you did it!***

# CV Format Basics

- No standard format or style for writing a CV
- Consult with people in your discipline about particularities of CV's in your field
- CV's are often longer than resumes - completeness is more important than brevity
  - **2 to 4 pages for a young professional**
  - **4 to 7 pages for a person with more experience**

**GECD Handbook has 2 CV's used successfully for academic positions – Pages 49 - 52**

# Typical Sections on a CV

## Most Common:

- **Name & Contact Information**
- **Education**
- **Dissertation Title or Topic**
- **Research Experience**
- **Teaching Experience**
- **Fellowships/Awards/Honors**
- **Other Professional Expr:**  
e.g., Industry, Government
- **Presentations/Invited Talks**
- **Publications**

## Other Common Headings:

- **Skills** – may include subcategories such as **Computer, Languages, Lab Instrumentation**
- **Professional Associations**
- **Leadership & Activities – or University Service**
- **Research Interests**
- **Areas of Expertise**
- **Certifications**
- **References**

# Experience Sections Research & Teaching

- Describe both ***teaching*** and ***research*** experience in detail...not just what you did, but how you did it
  - Teaching can include evaluation scores, size of class, etc.
- For positions that primarily involve research, put *research* experience first
- For primarily teaching positions, put *teaching* experience first
- Under Research Experience, most current research will probably be listed first

# What Not to Include on CV

- Omit references to:
  - Age, Marital status, Children, Health, Spouse's work, Religious affiliation, citizenship
- No photos in the U.S., but know your audience
- Not necessary to title the document
  - “Curriculum Vitae” or “Resume” - it’s understood
- Do not need to write these words:
  - “Personal Information,” “Contact Information,” “Email,” they are understood, and no multiple addresses or phone numbers

**Don’t put anything on your document that isn’t adding value to your message**

# Make Your Documents Easy to Read

- Good balance of white space to text
- Too large a font is hard to scan visually
  - 10-12 points is recommended, but varies with typeface
- Make it easy to navigate
  - Clear headings
  - Not too many formatting features – bold, italics are okay; minimize underlining
  - See our Handbook for ideas, formats, various styles:  
**<https://gecd.mit.edu/resources/career-handbook>**

**Your document should be externally focused!**

# Other Documents for Academic Job Applications

## Research Statement

- Length can vary, generally 4-7+ pages
- Includes both your current and future research
  - Often include graphs and/or charts to deliver a visual message
  - And your future should align with their future
  - May include your ability collaborate and to obtain funding

## Teaching Statement

- Reflects your philosophy as a teacher, usually 1-2 pages
- Identifies what undergrad classes you would teach and what graduate courses you might develop

## Cover Letter

- 1 page introduction that highlights your abilities to successfully work in their environment (actual faculty cover letter in GECD handbook, pg. 57)

## Diversity Statements

- Becoming more common (see next page)

# Diversity Statements

**Your goal is to explain how you represent a historically under-represented group in your field based on your race, ethnicity, or gender. Before you write, ask yourself...**

- How do I embody an under-represented group in my field? How do my experiences in the classroom, research environment, or field reflect that I'm diverse?
- How have I incorporated what I've experienced as a member of an under-represented group into my teaching or research? Can I give an example?
- How have I incorporated diversity into my classrooms? How will I continue to make my classrooms diverse? How is my approach unique?
- Do I have experience working with other under-represented groups in my field? What groups have I worked with, and in what context have I worked with them?

# <https://gecd.mit.edu/explore-careers/careers-phds/academic-careers>



## CVs, Resumes, and Other Documents for a Faculty Job Search

The [CV \(curriculum vitae\)](#) is academia's resume. See [examples of CVs \(pdf\)](#) and use the chart below to learn more about the difference between CVs and resumes.

### Curriculum Vitae (CV) vs. Resumes

	Academia, Faculty	Industry
Main Document for Experiences	<a href="#">CV</a>	<a href="#">Resume</a>
Employer Values in the Search	Detail & thoroughness, pedagogy & philosophy, shared decision making	Brevity, practicality, value added, efficiency; limited to 1-2 pages (2 for PhDs or for those with more experience)
Key Skills	Research, publishing, teaching	Varies based on position (example skills: analytical, interpersonal, teamwork)
Additional Documents & Tools	Teaching statement/philosophy, portfolio, LinkedIn	Portfolio, LinkedIn used more widely

In addition to a CV, your application will likely involve a [Teaching Statement](#), a [Research Statement](#) and potentially a [Diversity Statement](#).

## Interview Process

The interview process for a faculty position is very extensive. A first round interview via phone or video conference with the search committee is common followed by one or two days of in-person interviews on campus.

# Thesis Research

- On CV include thesis title under Education
  - May include a brief summary
  - List your advisor
  - Include thesis research under Research Experience
- In-depth details will be in your Research Statement
  - Including future directions, collaborations, and possible funding opportunities

# Publications Section

- List in reverse chronological order
- Put your name in **bold**
- Can use asterisk\* on papers for which you made leading contribution
- Can create separate categories: “Publications” “Presentations”
- Can group Publications in sections e.g: “Books” “Refereed Articles” “Abstracts”
- Can list “Works in Press” “Submitted Articles” or “Works in Progress”

# Presentations Section

- Papers presented at conferences - include:
  - Title of paper
  - Name of conference
  - Dates
  - Location
- May indicate: “Invited Presentations” “Posters”

# References

3 - or more - individuals who can comment (positively) on your technical abilities and fit with institutions to which you are applying

- Provide:
  - Name and Title
  - University affiliation and address
  - Contact information- telephone/email, etc.

**When you provide reference information to an institution:**

- Advise referees that they may be getting a request
- Keep referees up-to-date on your professional activities

# Choose Referees Strategically

- **Reference Etiquette** - Ask permission of your referees before submitting their names
- They should know you and your work well
- They should have high external visibility
- They can speak well of you from various perspectives
- They can comment on your unique experiences, strengths, and address any weaknesses or issues that may be of concern
- If you will teach, include a teaching reference

# Reference Letters - Prepare Your Referees

If letters of recommendation are required:

- Give 2-4 weeks advance notice to referees
- Meet, discuss with referees topics to cover - they can tailor letters to positions
- Provide clear information about deadlines, addresses, specifications if any
- In some cases you may submit “draft” of a letter to your referee to assist them

# Reference Letters – Follow-up with Referees

Tactfully follow-up to be sure letters will be/have been mailed in time:

*“I’m checking in to see how things are going with my letter of recommendation, if you would like any more information from me, or if I can be helpful in any way, etc.”*

# Even if Written Letters Are Not Required ...

- Meet with your referees, discuss what you are applying for, review your work with them
- Provide your CV
- May provide a list of projects, accomplishments, your referee can review
- May provide a list of highlighted talking points targeted to a particular position
- Can provide other material too – e.g., copy of a paper you have written

# Prepare For Your Interview

- Research the institution and specifically the department you are pursuing and understand what they do
- Identify what various labs do and how it aligns with your work – possible future collaborations
- If possible, network with others at the institution to better understand their culture and needs
- Review the 12-page list of interviewing questions from 28 academic institutions that were asked during telephone/skype and on-site interviews (data provided by MIT Postdocs)
  - **Common themes...Research, Collaborations, Teaching**

# Most Asked Academic Interview Questions

- What attracted you to our University, and specifically to our department?
- What specific areas of research would you like to pursue at our university?
- Why would you fit with our university?
- Based on your knowledge of our university, who do you think you can collaborate with in our department?
- What other types of research collaborations might you pursue?
- Based on your knowledge of our curriculum, which undergraduate and graduate courses would you be most interested in teaching.
- What graduate courses would you like to develop?
- Tell us a little about your experience teaching graduate and undergraduate students.
- What resources would you need to have a successful research lab?
- What funding agencies would you apply to, and how confident are you in your ability to obtain grants?
- How would you attract postdocs and grad students to work with you in your lab?
- What is the potential impact of your research in 5 years?
- How would you handle an interpersonal conflict in your lab?

## Faculty Salaries

State (# of Univ)	Professors			Associate Professors			Assistant Professors		
	Male	Female	All	Male	Female	All	Male	Female	All
<b>Massachusetts (122)</b>	142,938	114,740	133,076	94,918	89,252	92,261	79,827	73,593	76,509
MIT	195,399	194,751	195,282	132,966	131,449	132,579	115,686	110,160	113,940
Harvard	218,808	202,761	214,857	127,962	232,254	165,015	120,879	106,425	114,777
Boston College	175,230	160,425	170,775	112,500	106,956	110,124	94,842	89,478	92,277
Northeastern	166,320	159,363	164,709	112,806	115,065	113,670	104,130	99,468	102,105
<b>California (444)</b>	132,839	113,795	126,601	90,490	85,110	87,951	80,713	74,992	77,809
Stanford	221,472	215,995	220,338	144,837	132,669	140,940	119,943	121,311	120,420
UCAL Berkerley	173,538	157,905	169,569	118,476	106,875	113,427	107,955	90,900	101,385
UCAL San Fran	134,244	121,077	127,665	86,382	85,131	85,743	73,152	71,388	72,198
UCAL San Diego	155,772	136,341	152,073	102,303	94,077	99,270	93,186	86,274	90,666
<b>New York (291)</b>	128,992	112,541	123,445	88,106	82,289	85,386	72,405	68,517	70,370
Columbia	204,309	192,006	201,411	143,514	128,736	137,673	108,154	126,783	113,913
New York Univ	201,726	177,273	194,553	116,127	110,349	113,760	116,172	101,115	109,584
Cornell	167,373	156,582	164,934	116,307	113,598	115,326	102,375	96,624	100,053
SUNY Stony Brook	133,893	127,224	132,516	94,212	91,260	92,907	77,668	74,880	76,410
<b>Connecticut (39)</b>	135,973	112,843	127,581	87,408	82,872	85,306	75,394	69,498	72,149
Yale	201,393	190,044	198,450	120,987	110,295	115,947	101,880	96,183	99,243
Uconn	149,670	135,090	145,611	101,223	94,212	98,424	82,494	77,661	80,298
Wesleyan	143,811	135,702	141,525	99,612	96,219	97,695	82,458	81,549	81,936
Quinnipiac	132,300	116,343	125,613	95,823	88,173	91,071	86,355	75,285	79,794

# Thank You

## Final Q & A

“What lies behind us and what lies before us are tiny matters compared to what lies within us”

Oliver Wendell Holmes