DEMYSTIFYING THE ACADEMIC JOB SEARCH II:

PREPARING YOUR WRITTEN APPLICATION MATERIALS: CV, COVER LETTER, AND RESEARCH STATEMENT

Andrew Green, PhD
August, 2019
CAREER.BERKELEY.EDU
THANK YOU FOR YOUR FEEDBACK

CLOSURE NOTICE
The Career Center will be closed on Friday, August 23 from 9am - 5pm for the Great Bear Orientation. We will
Graduate Students, PhDs & Postdocs

Whether you are interested in pursuing a career in academia or exploring the broad range of other professional options, the Career Center has workshops, events and online resources that can help you find job announcements, prepare your credentials, and bring you face-to-face with potential employers. Take a look at the Grad Student & PhD Services we offer.

If you’re not sure what you want to do after grad school, PhD advisors Debra Behrens and Andrew Green can provide counseling and assessments that will help you in that decision-making process.

Academic Job Search
Careers Beyond the Academy
PhD Externship Program
**PhDs Workshops and Events**

The Career Center provides a variety of programs and resources for doctoral students and postdocs. To register for programs and events, login to [Handshake](#).

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>Academic Job Search - Sciences + Engineering I: Overview and the Perspective of</td>
<td>Aug 14</td>
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<td>Search Committee Members</td>
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<td>Academic Job Search - Sciences + Engineering II: Your Written Application Materials</td>
<td>Aug 21</td>
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<td>Academic Job Search - Sciences + Engineering III: Going Live - Interviews + the Job</td>
<td>Aug 28</td>
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<td>Talk</td>
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Graduate Students, PhDs & Postdocs

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**Academic Job Search**
**Careers Beyond the Academy**
**PhD Externship Program**
Before Going "On the Market"

What you can do as a second year grad student
What to do when you advance to candidacy
The Career-Savvy Graduate Student

The Job Search Process

The Hiring Process from the Other Side

Nuts and Bolts

Finding Job Announcements
The CV - Part 1 Overview
The CV - Part 2 Elements
The Cover Letter
Letters of Recommendation
When do I go out?

- Will you have the support of your PI?
- Can you compartmentalize the process?
- If yes, better sooner than later
- Dipping one’s toe?
Congratulations!
I have good news and bad news

• Having listened to the sage advice offered by Andrew Green, you have successfully surmounted the challenge of obtaining an Assistant Professor position.

• Alas, the job you have landed is at Snowbound U, and you have the privilege to sit on your 1st Search Committee.

• You have 194 applicant files to review before the committee meets next week,

• What do you do? What do you look for to differentiate candidates?
“Honestly, on my first two passes through the files, I’m looking for reasons to toss an application”
Too Often Grad Students & PhDs

• *Deem These Truths to be Self-Evident*

• Don’t Understand the Logic and Constraints that Search Committees Operate Under:
  • Time is Scarce
  • Your Audience Feels Overburdened
  • They are Risk Averse

==> Applicant’s Job is to Make it Easy for Them
# Academic Career Readiness Assessment (ACRA) from UCSF

## The Academic Career Readiness Assessment (ACRA)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level 0</th>
<th>Level 1</th>
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<th>Level 3</th>
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<td><strong>Verbal Communication of Research</strong></td>
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- **Scientific communication skills are not significant contributors to hiring decisions at this institution.**
- **Can present research clearly and effectively to labmates.**
- **Can present science clearly and effectively to scientists in the same sub-discipline (for example, to other microbiologists).**
- **Can present science clearly and effectively to scientists outside of subfield.**
- **Can present science clearly and effectively and can spark the interest of scientists outside of subfield and non-PhD students.**

- **Fit is not a significant contributor to hiring decisions at this institution.**
- **Candidate has sought experiences that align with the institution’s teaching/research mission.**
- **Level 1 & Research or teaching disciplines meet the needs of the department.**
- **Level 2 & Candidate has the ability and determination to handle the high workload.**
- **Level 3 & Candidate highlights potential synergies with others in department or institution.**

- **No publications required for this type of position.**
- **Candidate has produced a few papers, regardless of authorship or impact.**
- **Candidate has produced first author papers during postdoc and (15) PhD (regardless of impact).**
- **Candidate has produced first author papers during postdoc and (15) PhD, with at least one paper contributing significantly to the field.**
- **Candidate has produced first author papers during postdoc and (15) PhD, at least one of which was published in Cell, Nature, or Science.**
Speed Dating Exercise

- Choose one of the positions on the handout (or think of your own)
- Think about what are your 3 Key Speed Dating Points for that job?
- What would you emphasize in a cover letter based on the intersection between the job and your background and experience?
- Congratulations: you know have the first paragraph of your cover letter written
Assistant, Associate, or Full Professor

The successful candidates will complement our established programs in the areas of Molecular, Cellular and Systems Biology will be expected to establish a competitive research program, and to contribute to the teaching and service missions of the University of Arizona.

To apply, please submit:

- Curriculum vitae
- Statement of research interests/future directions
- Statement of teaching philosophy
- Cover letter describing how your research relates to the focus of the search.
CVs: Making It Easy for Your Overburdened Audience

• Organization

• Clarity

• Consistency
Organization

Means that your information is presented in a manner that highlights what is most relevant, and pulls the reader's eye directly to it, rather than making him/her search for it.
CVs: Organization, Clarity, and Consistency

2010-present  **Ph.D. in Biochemistry**, University of California, Berkeley, *The biochemical mechanisms of Lyme disease in ferret-type animals*, Ikura Wasabi, Examination Fields: Biochemistry and Molecular Genetics
PhD University of California, Berkeley
Comparative Biochemistry, May 2019

The biochemical mechanisms of Lyme disease in ferret-type animals

Ikura Wasabi (Chair), Linda Ryan, E. Barry Keehn

Specialties: Biochemistry and Molecular Genetics
EDUCATION


Bachelor of Science, May 2010, Moscow State University, Russia, Biochemistry, Advisor: Andrei Sakharov

RESEARCH
June 2017-present, Postdoctoral Fellow, Biochemistry, University of California, Berkeley, Advisor: Linda Ryan
Postdoc  University of California, Berkeley
Immunology, 2017- present
Advisor: Alan Jose

PhD  Rhode Island State University
Comparative Biochemistry, May 2017

The biochemical mechanisms of Lyme disease in ferret-type animals

Ikura Wasabi (Chair)

Areas of Expertise: Biochemistry and Molecular Genetics
Clarity

is achieved by the use of concise, unambiguous language and formatting options that help the reader easily assimilate the information you want to convey.
TEACHING EXPERIENCE

Teaching Assistant, Chem 1A, University of California, Berkeley, Department of Chemistry, spring 2016.

Teaching Assistant, Analytical and Bio-Analytical Chemistry, University of California, Berkeley, Department of Anthropology, fall 2015. Graded lab exercises, quizzes, and exams.
Teaching Experience

Berkeley City College – Department of Chemistry  Spring 2018

Instructor

*Introductory Inorganic Chemistry*

L ectured and supervised lab element of introductory course designed for science majors and pre-meds.

University of California, Berkeley – Department of Chemistry  2015-2017

Teaching Assistant

*General Chemistry*

*Chemistry for Vegetables*

Delivered some lectures and wrote & graded exams for general education course for non-majors
Teaching Interests
Organic Chemistry, Material Chemistry, Bioengineering

Teaching Interests
Organic Chemistry  Bioengineering
Material Chemistry
Consistency

When the reader confronts different spacing, formatting, and fonts among similar items it is distracting, and provides an easy excuse to discard the offender.
The Elements

- Contact, not personal, information
- Education
- Dissertation
- Honors & Awards
- Publications
- Teaching Experience
- Teaching Interests
- Conference Presentations
- Professional Training
- Professional Affiliations
- Professional Experience
- University/Professional Service
- Reviewer
- References
Cover Letters: Key Issues

• Know Your Audience

• Anticipate Questions and Concerns

• Specific Elements
  – 1st Paragraph - Identify the Position + speed dating
  – 2nd Paragraph - Your Current Research
  – 3rd Paragraph - Your Next Project
  – 4th Paragraph - Discuss Your Teaching
  – Other - Any Connection to the Institution or Area
Teaching-Oriented Positions

• Colleges like mine are teaching-centric (a 4-4 load)

• In practical terms, talk about pedagogy before your research

• When you talk about your research, mention ways it connects with undergraduates.
  
  – "The students are in 'the trenches' with the faculty," he says. "It might take more of a professor's time, but that's what we do here."

• do not separate your discussion of your research from your discussion of teaching!
"The students are in 'the trenches' with the faculty," he says. "It might take more of a professor's time, but that's what we do here."
Research Statement Structure

• Big Picture Scientific Vision (NYT)
• How you Operationalize it
• PhD/Postdoc Research Foundation
• Future Projects
• Potential Funding Sources
Research Statements Weakened By Being:

• Overly Ambitious
• Lacking Clear Direction or Big Picture Focus
• Inadequate Recognition of the Department’s Needs or Facilities
• Ambiguous About Funding Requirements and Likely Sources
• Overly Long
Teaching Statements

• Four Paragraph Essay

• Committees want to get a sense of how you would fit with our students:
  – “Your website mentions that a majority of your students are first-generation college students. This year, I taught the survey course at a community college with a similar demographic…”

• The applications that stand out are ones that can talk about teaching in concrete ways

• Teaching philosophy statements that can translate a broad conceptual ideal into specific goals… can point to specific ways the philosophy is put into practice

• What’s your overall approach to pedagogy? What challenges have you encountered in the classroom? What successes can you point to?
Diversity Statements

• How do you foster a welcome and inclusive environment in the classroom and your lab?

• How do you support all students, but especially those from traditionally under-represented groups?

• Show, don’t tell; to the extent you can
General Guidelines

• The more the institution to which you are applying differs from your current and/or PhD institution, the more you need to help them envision how you would be a productive member of their department.

• Allow for Overlaps

• Final cuts are hard to make, don’t give them an excuse to make an easy one.
I suggest including a cute dog photo

This one shows you’re dynamic and a go getter
What was made more clear by today’s presentation?

What topic deserved more time?