The Academic Job Search Demystified

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Introductions

- Name
- PhD students: Program and year in your studies (i.e. Anthropology, first year)
- if you are a Postdoc- what lab/unit, Where/when you earned your PhD, area of research
- Why did you decide to come to this session? What do you hope to gain?
Career Services at Maryland

- University Career Center & The President’s Promise
  - Careers4Terps (C4T)
  - appointments with me through C4T workshops, panels, networking events, fairs

- Engineering Co-Op & Career Services
  - Careers4Engineers (C4E)
  - walk-ins Daily 8:30-4:15
  - workshops, events, fairs

- Robert H. Smith School of Business Career Services

- School of Public Policy Career Services
Office of Postdoctoral Affairs

- Dr. Blessing Enekwe
- Newsletter, Facebook Group, Website Resources
Career Self-Management Competencies

1. **Know yourself** (interests, skills, and values). Communicate convincingly about your transferable skills and strengths.
2. Able to **name the specific type of jobs** you are looking for within specific **industries** and understand the qualifications and typical career paths.
3. Keep up with discipline/industry trends. **Continue to develop required skills.**
4. Effectively build, maintain and utilize your professional network at all stages of your career. Use it for gaining information, job search assistance, and identifying opportunities.
5. Manage a professionally branded and **effective online presence.**
6. **Know sources of postings.** Understand application processes & timelines.
7. Able to **draft, edit and tailor documents** (CV, resume, cover letters, email correspondence, letters of acceptance and decline...).
8. Master the art of **effective interviewing.**
9. Able to **effectively negotiate and accept/decline offers.**
10. **Accepts responsibility** for ongoing career and professional development. Maintains **positive mindset and demonstrates resilience.**
PhD Career and Professional Development Resources

Self-Assessment (Interests, Skills, Values, Strengths and Personality)

- myIDP for STEM majors
- UMD Counseling Center (Strong Interest Inventory, MBTI)
- Gallup Strengths Finder 2.0
- Review of various Online Career Assessment Tools from Quintessential Careers
- National Postdoctoral Association Core Competencies Self-Assessment Checklist

Career Planning Tools and Individual Development Plan Forms

- Developing a Strategic Vision for Your Career Plan (on the Quintessential Careers site)
- myIDP for STEM majors
- Imagine PhD (for humanists and social scientists; expected in October 2017)
- University of Wisconsin Individual Development Plan
- University of California-Irvine Individual Development Plan

Career Exploration

- Industry Guides
- Versatile PhD specifically for UMD students; Career Finder section
- Vault and other resources in C4T
- O*Net Online
- Occupational Outlook Handbook
- Professional association websites
- Conduct some Information Interviews (MIT website)
- Seek advice from UMD Alumni

Building Your Professional Network
(for Career Exploration, Job Search, and Future Career Advancement)

- Departmental, College, and Graduate School events
- University Career Center & The President’s Promise Networking Tips
- Graduate student organizations (through UMD Orgsync)
- National and regional associations
- LinkedIn (UMD Alumni LinkedIn Group)
- Terrapins Connect (alumni networking & advice)
Dedicated services for students with accommodations and disabilities.

At each stage of the recruitment, hiring, and onboarding process, you may need to consider how your accommodations or disability will affect your performance. We will work with you to understand: What counts as a disability?

Visible and invisible (e.g., ADHD, mental health challenges, learning disabilities)

Recent programs have included:

- Internship and employment opportunities for students with accommodations or disabilities
- Disclosure: should you or shouldn’t you? Why? When? How?
- Rights and responsibilities: your and theirs
- Resources: Accommodations/disability in the workplace

CONTACT: Nancy Forsythe, MA, EdS.
University Career Center & The President's Promise
Specialist/ Disability Employment
nforsyt2@umd.edu, 301-314-1370, 3100 Hornbake Library, South Wing
Internationals
10/20 10 am-noon (in Career Events Calendar)

- Fully understand your work authorization: CPT, OPT, H1B, and any changes to US policies
- Attend ISSS workshops early to understand specifics of CPT & OPT
- UMd Engineering job search workshop for international students
- Building relationships & networking is even more important than for US residents
Is a (or another) postdoc right for you?

The price of doing a postdoc

By Devin Powell | Jan 10, 2017, 2:15 PM

For the overwhelming majority of Ph.D. holders who do not become tenured professors, spending time as a postdoc comes at a hefty price. Compared with peers who started working outside academia immediately after earning their degrees, ex-postdocs make lower wages well into their careers, according to a study published today in *Nature Biotechnology*. On average, they give up about one-fifth of their earning potential in the first 15 years after finishing their doctorates—which, for those who end up in industry, amounts to $239,970.

The financial sacrifice begins during the postdoc. As detailed in the new report, which uses National Science Foundation data to track the careers of thousands of people who earned Ph.D.s between 1980 and 2010, a typical postdoc in biomedicine lasts 4.5 years with an annual salary of about $45,000—as compared with the $75,000 or so paid as a median starting salary to Ph.D.s in industry. Biomedical postdocs who later enter the nonacademic workforce then face a pay gap that closes only after another 8 or 9 years. That’s evidence that a postdoc has little value outside of academia, says lead author Shulamit Kahn, an economist at Boston University.

“When you enter the job market at the end of a postdoc, you’ve essentially lost those years,” Kahn says. “You’re starting out at an entry level because a postdoc just doesn’t count in the way that job experience counts.”
Today’s take-aways:

1. Understand and describe what a competitive candidate looks like.
2. Gain a basic roadmap of the academic hiring cycle and interview process.
3. Increased knowledge and resources for creating effective academic job search documents.
4. Beyond today: Be challenged to carefully and critically examine your unique situation and come up with an action plan for the remainder of your studies and job search.

Also gain:

• List of planning, exploration, job search resources and tools
• Expand your network of other PhD students who are also searching for academic positions
Your faculty mentors are the best source of information about the academic job search process in your discipline!
Small Group Discussion

• What kind of activities/support occur in your department related to career and professional development?

• What kind of jobs are graduates of your program accepting after graduation?

• What kind of advice/information has your advisor provided about preparing to be a competitive candidate for a tenure track position? Other faculty? Other PhD candidates?
Academic Job Search Books

The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job
Book by Karen Kelsky

The Academic Job Search Handbook
Fifth Edition
Julia Miller Vick
Jennifer S. Furlong
Rosanne Lurie
Important information sources
Do you leverage associations & conferences?

American Institute of Physics

American Psychological Association

American Historical Association

Modern Language Association

American Chemical Association
Transitioning from PhD to Competitive Job Candidate

PhD Candidates
As a result of Training/Hazing

• Spend lots of time on and are narrowly focused on dissertation
• Wait for permission
• Feel at the mercy of others
• Insecure and make excuses
• Submissive

Attributes of a Competitive Tenure Track Candidate (Professional Persona)

• Productively
• Professionalism
• Autonomy
• Confident; self-promoting
• Collegiality
• Have your plan
Building a Competitive Record (Early stage of PhD)

• Actively managing your professional and career development
• Reading job ads so you can relate your work to trends
• Intentionally building an organized and professional CV
• Building connections; expanding network
• Building mentoring relationships
• Leveraging class writing and creating a publishing plan
• Attending departmental events and national conference
• Applying for grants no matter how small
• Presenting your work often for practice and visibility
Building a Competitive Record
(Later stages of PhD)

• Spending time on “valuable” publications
• Presenting at national conferences
• Propose and organize a panel at national conference
• Cultivate letter writer from outside your institution
• Write your dissertation with publication plan in mind
• Be sole instructor of 1-3 courses
• Go on market as ABD for practice
• Perfect your documents
• Heed advice from priority sources
• Clarify and develop YOUR persona/identity as a new scholar)
Activity & Small Group Discussion

Complete the handout and discuss:

1. How has your experience as a PhD student compared to the recommended ways to build a competitive record?
2. Are you on track?
3. What is one thing you could do this semester to build your readiness for the academic job search?
Create an **Individual Development Plan** that includes (See *The Professor Is In*):

- Specific writing projects with deadlines for completion, submission and revision
- Graduate program deadlines for exams, proposals and defense
- Conference deadlines for proposals
- Major funding deadlines for small and large grants to support travel and dissertation research
- Job Market deadlines
- Networking goals to get in touch or keep in touch
- Submission dates for awards and honors
Tenure Track Position Timeline: From “Line” to “Candidates” to “New Hire”

1. The Line—an authorization to hire in (X) is granted in the fall one year before the candidate will be hired.
2. Committee writes the ad and its voted on in the spring and is posted in August/September in The Chronicle and other venues.
3. Review conducted after the deadline and a “long short list” is compiled.
4. “Short short list” (5 names) is finalized (Oct-December).
5. Campus visits in January/February (or earlier)
6. Candidates are ranked, faculty vote, decision is made
7. Offer, negotiation, contract…..NEW HIRE!
Institutional Settings to Consider-Explore the Differences

- Ivy League
- Research Universities
- HBCUs and HSIs
- Teaching Universities
  - Regional State Universities (some high research)
  - Small Liberal Arts Colleges
  - Elite, mid and lower ranked
  - Religiously affiliated
- Community Colleges
- K-12; private high schools
Documents to Perfect

• CV
• Cover letter
• Teaching Philosophy
• Teaching Portfolio (maybe)
• Research Statement
• Diversity & Inclusion Statement
• Website or e-portfolio
• LinkedIn site to connect with other UMD alumni
CV & Document Advice Resources

• Your advisor, mentors, faculty, department
• Books
• Online examples (Harvard, MIT Career Guide)
• Professional association resources (i.e., MLA)
• Teaching & Learning Transformation Center
• Versatile PhD examples of Resume vs. CV
• CIRTL
• Future Faculty Program (Clark School of Engineering)
VPhD: Create Account using this URL
http://apps.gradschool.umd.edu/versatilephd
Interview 1-Phone/Conference Interviews

• Phone & Conference Interviews are all about first impressions
• Prepare by asking who will be there and do your research about the department, faculty, courses, institution
• Make a one page summary/cheat sheet
• Practice typical questions
• Prepare a list of questions
• Prepare environment if this is an online video interview
Interview 2-The Campus Visit

• Deciding the date
• Email correspondence
• 30 minute visits with faculty in the department
• Visits to Library/Centers/other resources
• The Job Talk and/or the Teaching Demo
• Q&A after the job talk
• After talk reception
• The Search Committee Interview
• Meeting with the Dean/Provost
• Tour
• Meals with faculty and graduate students
• Meeting with the Department Head
• Thank You Notes (department head, search committee chair, other faculty and administrative assistant who made the arrangements)
Large Group Activity: What questions do you have?

Sharing what you know with each other.