

## How to get (and keep!) a faculty job.

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Professor of Microbiology and Immunology

1

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## Outline

- How can you prepare and sell yourself?
- How is a search run?
- What happens in the interview?
- How do you negotiate the job offer?
- How do you groom yourself for tenure?

2

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## Finding a Job: Prerequisites

- Know what kind of job you want.
- Do great science and think outside the box.
- Communicate it.
- **Network Network Network Network Network.**
- Differentiate from your P.I.
- If you can land some future funding (BWF - CDA; NIH-K22; new NIH "Pathway to Independence Award") great!

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## Finding the openings

- Use the career center!
- Network
- Ask around
- Look on notice boards
- Read journals
- Check websites
- *Have an open mind!*

4

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## The application package

- Cover letter
- C.V.
- Names of references
- Research Statement
- Teaching Statement
- Reprints

5

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## The cover letter

- Intro two sentences
  - I wish to apply
- Middle paragraph
  - I am working on
  - I believe this is a great fit with [TAILOR]
  - Teaching? Clinical?
- Closing sentences
  - Why is this interesting and important?
- Keep it brief and punchy (and *proofread* ALL)

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## The c.v.

- Personal details - name, citizenship and contact info. but NOT age, SSN, marital status, kids (visa?).
- Education - give dates, institutions, subject and degree
- Honors and Awards (i.e., required competition)
- Employment
- Research Experience
- Teaching Experience
- Other professional activity (mtg org'n, committee work, reviewing, etc)
- Membership IF significant (i.e. elected, not AAAS)

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## The c.v. (cont'd)

- Independent funding
- Patents (careful)
- Invited presentations
- Publications (all combined - bold your name)
- In preparation ok but they really should be (no journal name unless in press)
- NOT abstracts, meeting titles, fluff and filler...

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## References

- Doctorate adviser
- Post-doc adviser(s)
- People who can write with substance and make comparative statements
- [*anticipate this need now* - **network**]
- Provide c.v., research statement, reprints, etc.

9

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## The research statement - summary

- Tailor
- Summary: 1/2 page max:
  - BIOLOGY
  - QUESTION
  - Approach
  - Preliminary findings
  - Immediate future aims
  - Long term future aims
  - BIOLOGY
- Why is this interesting? Why important? How am I uniquely able to do this? Why would you want to commit to me as a colleague *for life*?

10

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## The research statement - full

- Same flow as summary
- Trace your career - grooming for this day! (1 page)
- Bulk is future aims - be clear (2-3 pages)
- Schematics/models good
- Some data OK but must be really key (and pretty)
- Airy, big font, nice images
- *Why is this interesting? Why important? Why are you uniquely able to do this? Why would I want to commit to you for life?*

11

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## Teaching statement

- Tailor!
- Interest level
- Past experience
- Future:
  - What courses
  - When (year 2 and 4 (immediate and long)
  - What level
  - Flexible

12

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## Outline

- How can you prepare and sell yourself?
- **How is a search run?**
- What happens in the interview?
- How do you negotiate the job offer?

13

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## Initiating a Search

- Decide on field and level
- Identify billet, space and start-up funds
- Seek decanal approval

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## Advertising

- Letters to colleagues
- Ads in journals
- Networking at meetings, etc.

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## First cut (by subgroup)

- Wrong field
- Wrong rank
- Wrong quality

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## Second cut

- Committee reviews
- Looks for 3/3:
  - impressive c.v.
  - interesting science
  - good letters (often requested up front)
- Gets more info, if needed
- Decides: interview, hold, reject

17

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## Outline

- How can you prepare and sell yourself?
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18

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## First Interview

- 1-2 days
- 1-2 talks
- Faculty inside/outside dept.
- Trainees
- Maybe Dean
- Exit interview

19

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## Preparing for the Interview

- Prepare your “job talk”
- Read about the department/program
- Read about their resources, grad programs, funding programs, etc.
- Read latest paper by faculty, especially interviewers, dinner people, chair. **Where are possible areas of collaboration?**
- Dress appropriately

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## The Interview - Day 1

- Breakfast with search committee chair
- One-on-ones with faculty
  - Bilateral interview
  - Engage their science
  - This is for life...
- Keep aware of time
- Job talk
- Lunch with trainees (ask if not offered)
- Faculty outside dept (ask if not offered)
- Dinner with committee <sub>21</sub>

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## The Job Talk - Substance

- Tailor to the audience and search
- **Biology and question paramount**
- Overview to start - summary before future plans
- Good intro
- Finish with future plans
- Listen to questions - repeat or ask for clarification  
“are you asking...?”

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## The Job Talk - Style

- Get there early and bring back-up
- Not too long!
- Cater to experts and outsiders
- Plenty of meat - but balance of data and schematic
- Question - Experiment - Axes - Result - Interpretation = QEARI [or Intro/M&M/Fig. legend/Results/Discussion]
- Aesthetics count
- Be rigorous.
- Be excited!

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## The Interview - Day 2

- Breakfast with faculty
- Dean?
- More of all sorts
- Chalk talk
- Exit interview
- 2nd dinner, fly out, crash

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## The “Chalk” Talk

- 2-3 intro slides
- OVERVIEW on one slide - 2-3 questions
- Then 2-3 slides per question
- **Biology and questions paramount**
- “When it’s all done in ten years, what will s/he likely do next?”
- Excite the closest **and** furthest
- “I’d like to listen to his/her trainees at our retreat, sit on their committees, brag about her/him at meetings, etc...”

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## Exit interview

- Ask if don’t already know:
  - Space (should have seen it)
  - Teaching
  - Start up (official plus other in-house)
  - Training programs (how run and how access)
  - Tenure system
- Leave for now if not offered:
  - Salary
  - Benefits
  - Spouse/partner

26

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## The Interview - Day 3+

- Thanks
- Follow-up, if necessary, on any unanswered science questions raised in discussion.
- Check back in a few weeks.

27

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28

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## Second visit - information gathering

- You get to drive more - ASK to meet/see:
  - Cores
  - Grad program directors
  - Chair of possible secondary appointments
  - Other assist. profs. [Internal awards? Access to students? Tenure rate? Honor promises? Long honeymoon? Who pays for what? Esprit?]
  - Other chairs
- All the rules of first interview still apply:
  - Know whom you're meeting
  - Prepare for them and ENGAGE
  - Get the dirt

29

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## Second visit - start of negotiation

- NOW, the partner, kids, housing, salary, benefits
- Ask to meet with housing office, benefits office.
- Short and long term teaching, space, tenure
- Be clear: “we are definitely interested in making you an offer”, “I am definitely interested in coming”, “I definitely want to come”, are (purposefully?) ambiguous! Mean what you say.

30

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## The Offer Letter

- Informal offer first, often
- Formal provisional next
- Formal formal can take a while
- Get it in writing and in detail:
  - Space
  - Start up
  - Salary and benefits
  - Tenure
  - Teaching

31

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## Space

- Where (room numbers)?
- Shared/exclusive?
- When ready to occupy?
- What renovations needed?
- Who pays for these?
- Common space policy and access?
- Future needs?

32

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## Start-up money

- Apples and oranges
- What can come out of it?
- When must it be spent by?
- What happens to balance?
- What comes out of it/ what not?
  - Your 9 month salary
  - Your summer salary
  - Admin assistance
  - Glassware washing
  - Phone, mail, photocopying

33

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## Other sources of funds

- What and how are students paid (years 1-6)?
- Internal funds for students, post-docs, research?
- State monies?
- Local awards for “junior” faculty?

34

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## Salary and Benefits

- Apples and oranges; e.g., 9 or 12 month
- Base salary (on which benefits are determined)
- Benefits (esp. housing, childcare, retirement, pre-tax plans, tuition, moving expenses, parental leave)
- Percent off grants *expected vs. guaranteed*
- Policy if cover more than this percent
- Sabbatical (how much, how often, who pays)

35

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## Tenure

- Criteria?
- “Up or out”?
- When does clock start and stop?
- Pauses for children?
- What is tenure-deciding group (especially if joint appointments - double jeopardy or twice the chances...)?
- What is history in that Department, School and Institution?
- What support (mentoring) programs exist?

36

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## Teaching [and clinical]

- How much?
- When - short and long term?
- Percent time? [or, better, percent time protected for research]
- TA support?
- Secondary appointment?

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## Negotiating Key Points

- You are worth it! Quality comes at a price.
- You may be negotiating with Dean, not Chair or Provost, not Dean - arm them!
- Counter-offer with reasonable argument
- **Confirm all conversations by email “Thanks, I just want to confirm... please confirm that I understood correctly”**

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## Negotiating Key Points

- Your power drops 99% the second you sign.
- A **little** trust and instinct ok after due diligence.
- Negotiate in good faith.
- Use other offers to negotiate where you really want to go (but don't waste time of others)
- Say “no” to others when appropriate (early if non-starter, when have a signed offer letter from # 2 or 3 choice)
- “If you could change one thing...”

39

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## Finally!

- There may well be a better fit in theory but don't second guess to death
- Make a commitment
- Use the Career Center!!  
(<http://med.stanford.edu/careercenter/>)

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## How to get tenure.

- Do great science: Focus, focus, focus
- Understand local expectations
- Establish a portfolio of funding so never "dry"
- Think strategically (1st renewal should not be reviewed just before end of tenure clock)
- Establish independence from your old PI
- Nail an award or two...
- Don't rush to fill space but don't wait for God's gift to science either...
- Collaborate with locals (faster, easier and build allies)

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## How to get tenure (cont'd):

- Develop local mentors and use them
- Establish an identity nationally and beyond
- Use your time wisely but travel is often worth it
- Some committees are actually useful
- Thesis committees are *not* "committees"!
- Find the right mix of quality and quantity in your publications
- Mentor responsibly
- Keep teaching evaluations and careful track of teaching/committee work
- Use the interim (three-year) review wisely

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