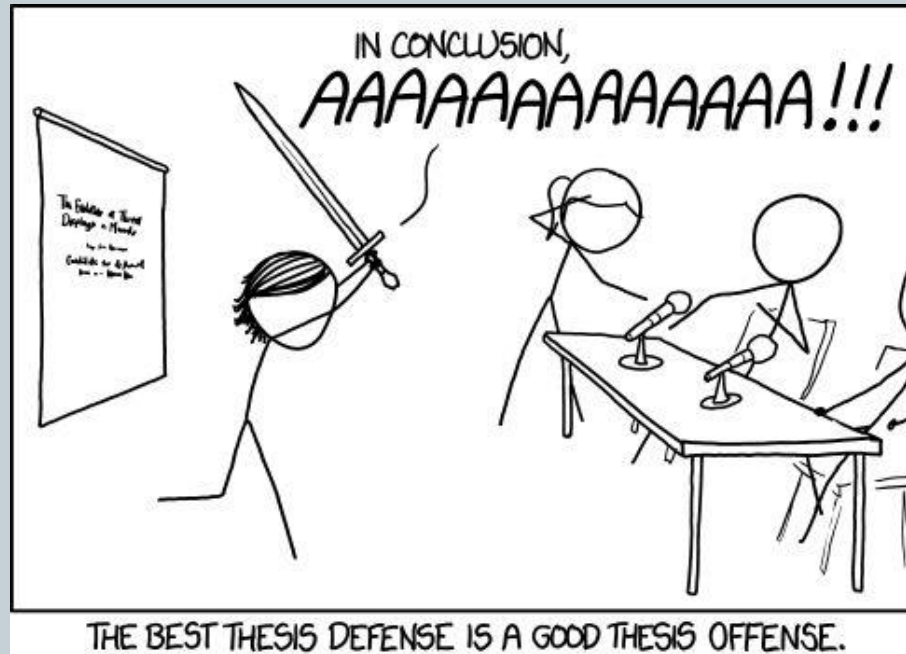
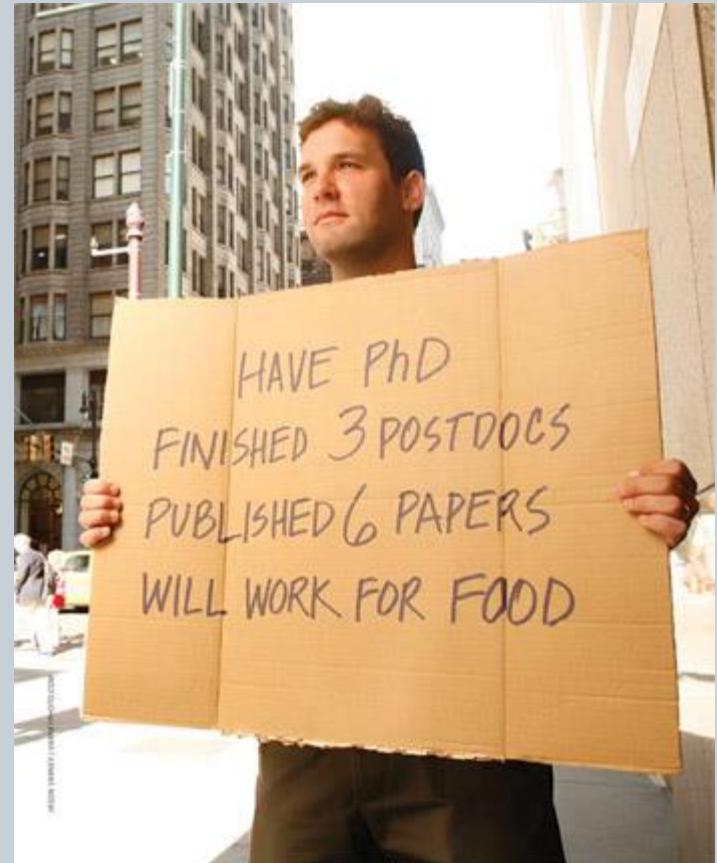


# Demystifying the job market: From PhD to Professor



# The stuff of nightmares!



# Overview



## Section I: Job Search

- Postdocs
- Academic Jobs

## Section II: Application materials

- Research statement
- Teaching statement
- CV
- Cover letter

## Section III: Interviewing

- Preparation
- In vivo

## Section IV: Negotiations

- Preparing a budget
- Justification
- Negotiation

# Overview



## **Section I: Job Search**

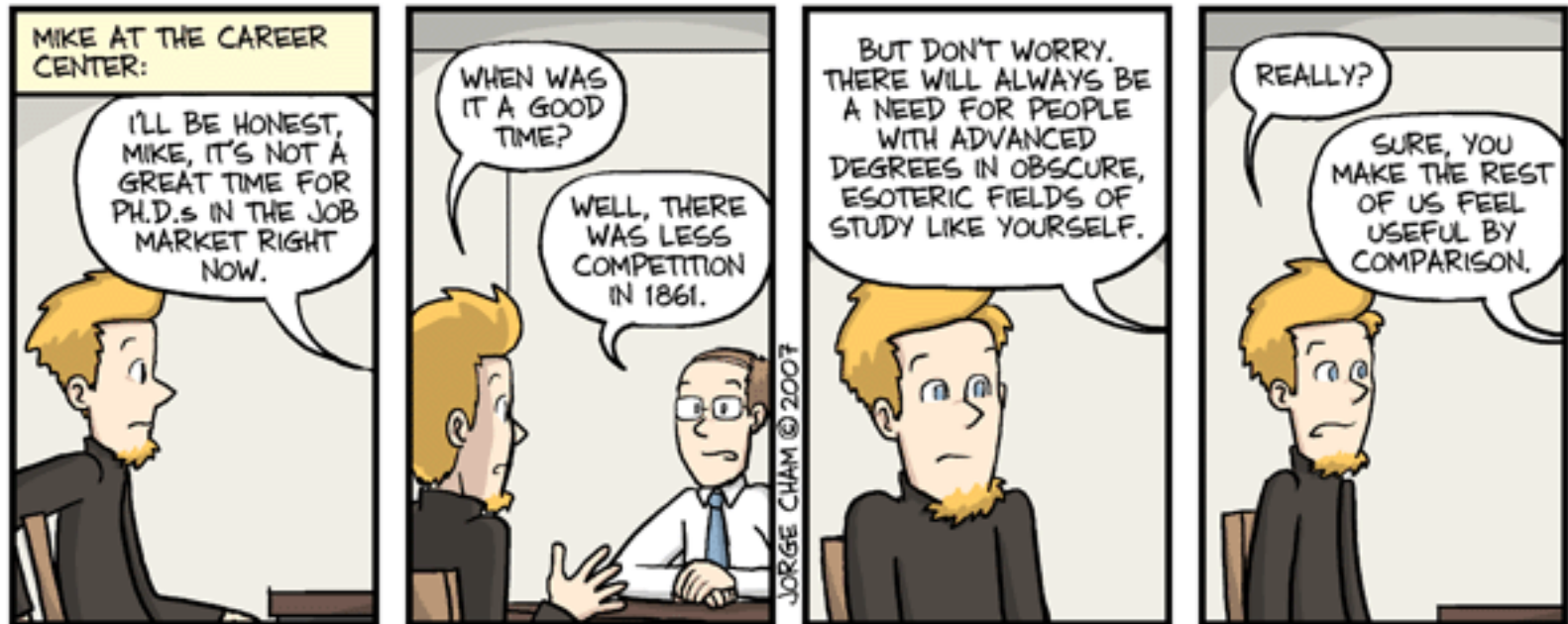
- **Postdocs**
- **Academic Jobs**

# GOAL

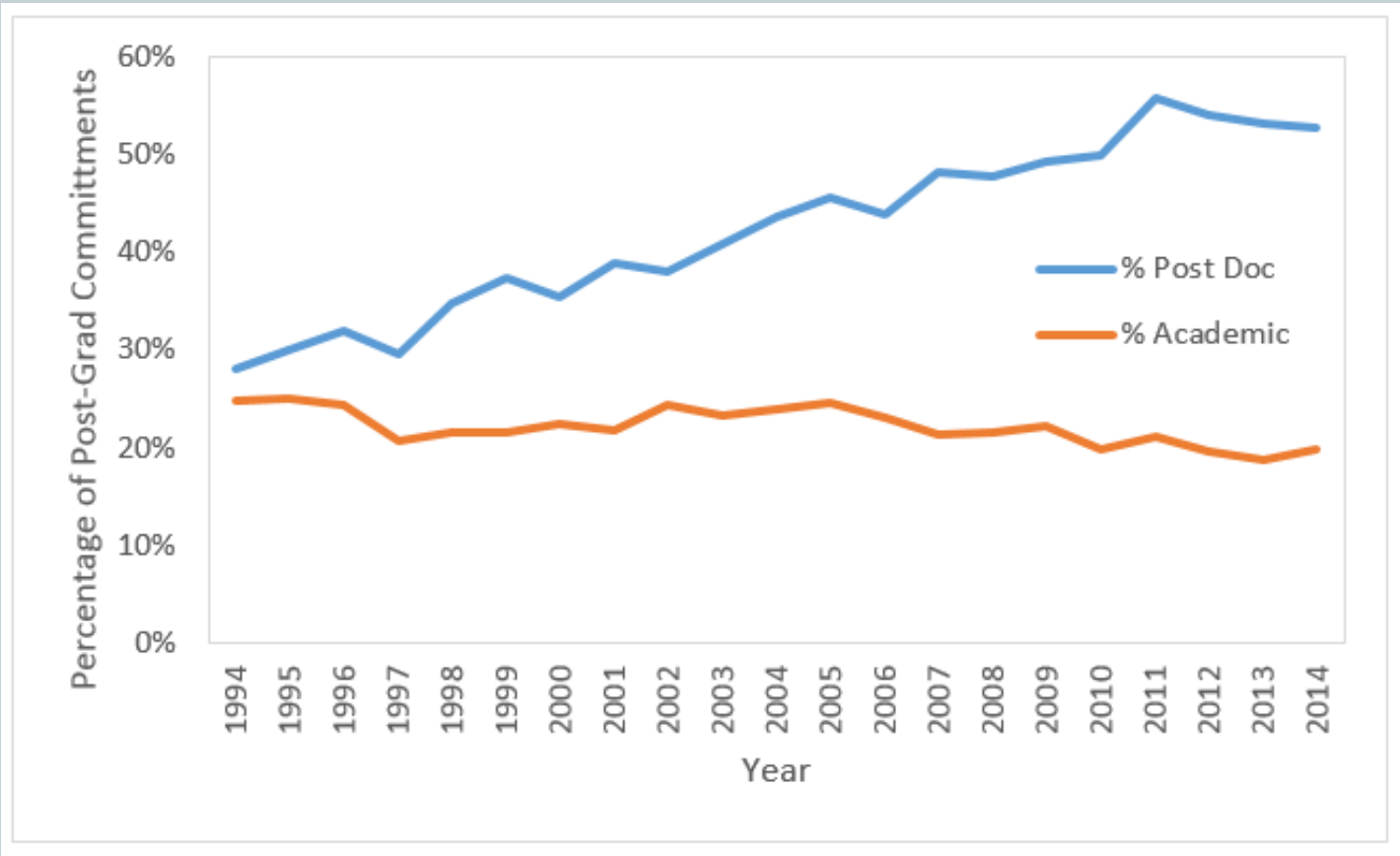


- Find a good job that makes you happy and fulfilled

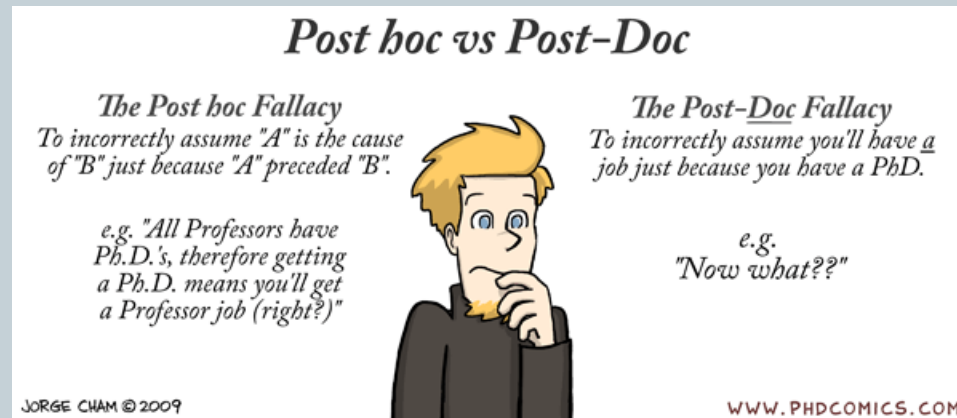
# After graduation



# To post doc or not to post doc



# To post doc or not to post doc



- Hone your skills or acquire a new skill
- Build your contacts and collaborators,
- Let your papers come out
- Write up data
- Navigate the job market



# The difference between **good** and **bad** post docs



- The hierarchy of post docs:
  1. Self-funded (SSHRC, NRSA)
  2. Grant-funded
  3. Teaching funded (or worse, adjunct)
  4. Pro bono
  
- How do you set one up?
  - Talk to your advisor
  - Network
  - Be assertive!
  - Plan early

# The job market: The problem



- In a typical year in the United States, nearly 400 new students enter into social psychology doctoral-training programs (APA, 2003).
- In a typical year in the United States, about 25 assistant professor positions in social psychology PhD programs are advertised.
- About 5 to 10% of new social psychology PhD students follow their trainers' career paths (Ferguson, 2005).

# Downward mobility










- High competition makes academia downwardly mobile
  - Undergraduate
  - Graduate
  - Faculty
  - Tenure

# The job market: Some solutions



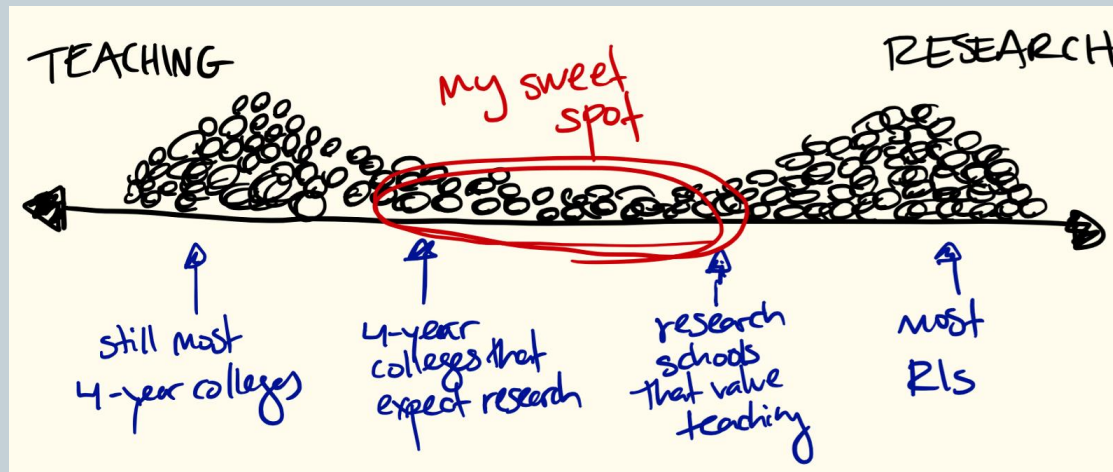
- **Consider alternative institutions:**
  - Research 1 Universities(108) – UofA, UofT, OSU, NYU
  - Research 2 Universities (99)
  - Research 3 Universities (90)
  - Masters Colleges and Universities (727)
  - Baccalaureate Colleges (809)
  - Associates Colleges (~2000)

Rank ▲	Name	State	Cost	Total Student Population
1	 <b>Stanford University</b>	California	\$58,846	19,945
2	 <b>Pomona College</b>	California	\$57,014	1,586
3	 <b>Princeton University</b>	New Jersey	\$54,780	7,813
4	 <b>Yale University</b>	Connecticut	\$59,320	11,875
5	 <b>Columbia University</b>	New York	\$61,540	26,050
6	 <b>Swarthmore College</b>	Pennsylvania	\$58,481	1,545
7	 <b>United States Military Academy</b>	New York	N/A	4,624

# The job market: Some solutions



- Find *your* sweet spot



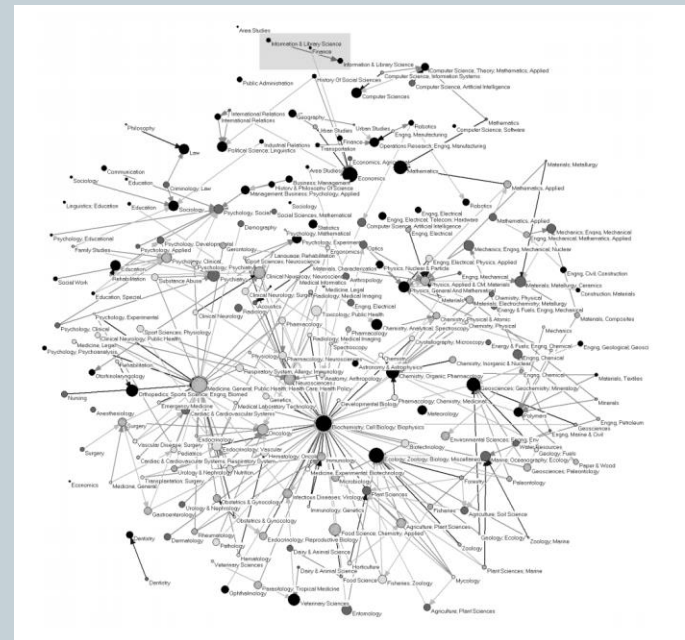
- Talk to your advisor

Psychology Job Wiki: [psychjobsearch.wikidot.com](http://psychjobsearch.wikidot.com)

# The job market: Some solutions



- Consider alternative fields:
  - Business Schools (e.g., Marketing or Organizational Behavior)
  - Political Science
  - Public Policy Schools
  - Social Work Programs
  - Communication
  - Education
  - Sociology
  - Medical Schools
  - Neuroscience
- **Psychology is a mass exporter (ie hub discipline)**



# Prepare yourself!



- There are great post docs in these fields (esp. Business)
- Start thinking about this early, if possible
  - Attend conferences
  - Read these journals (and publish in them, if possible)
  - Get the right experiences (e.g., teaching)
- Find the right fit for yourself, and tailor your application



# The job market: Some solutions



- Dream job vs. starter job



- Go somewhere where you can be successful (e.g., large subject pool, course reductions, etc)

# The Job market: Some solutions



- Be willing to move for your first job



# The Job market: Some solutions

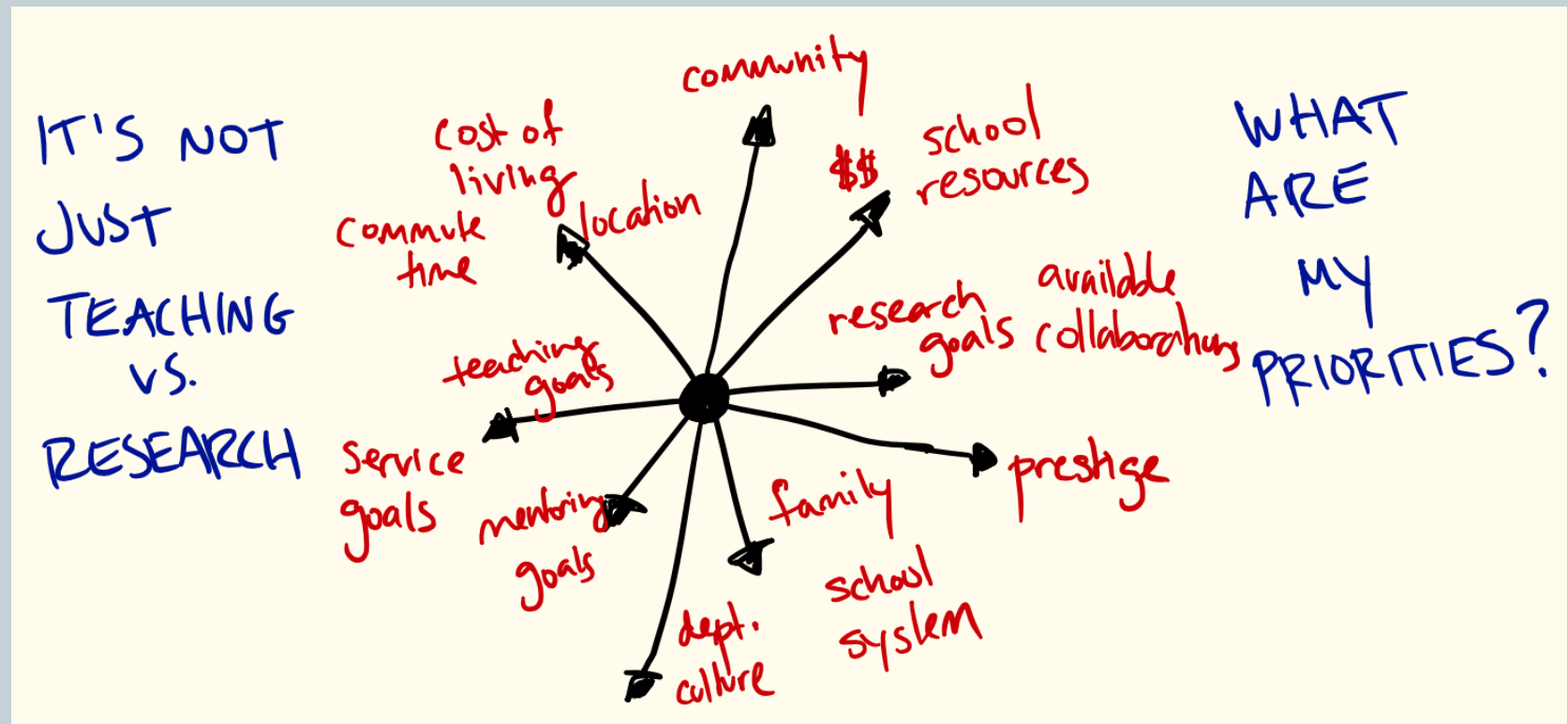


- Consider great jobs in other countries:
  - USA: [psychjobsearch.wikidot.com](http://psychjobsearch.wikidot.com)
  - Canada:  
[https://www.academicwork.ca/en\\_search\\_results.asp?keyw=psychology&lang=E&Search.x=0&Search.y=0](https://www.academicwork.ca/en_search_results.asp?keyw=psychology&lang=E&Search.x=0&Search.y=0)
  - UK: [www.jobs.ac.uk](http://www.jobs.ac.uk)
  - NL: [www.academictransfer.com](http://www.academictransfer.com)
  - AUS: <http://www.psychoneuroxy.com/announcements,a.html>
  - EASP: <http://www.easp.eu/job-offers/>
  - Euro:  
[http://wiki.mgto.org/doku.php/management\\_and\\_psychology\\_academic\\_job\\_search\\_websites#europe](http://wiki.mgto.org/doku.php/management_and_psychology_academic_job_search_websites#europe)

# The Job market: Some solutions



- Do some soul searching about your priorities



# Overview



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# GOAL



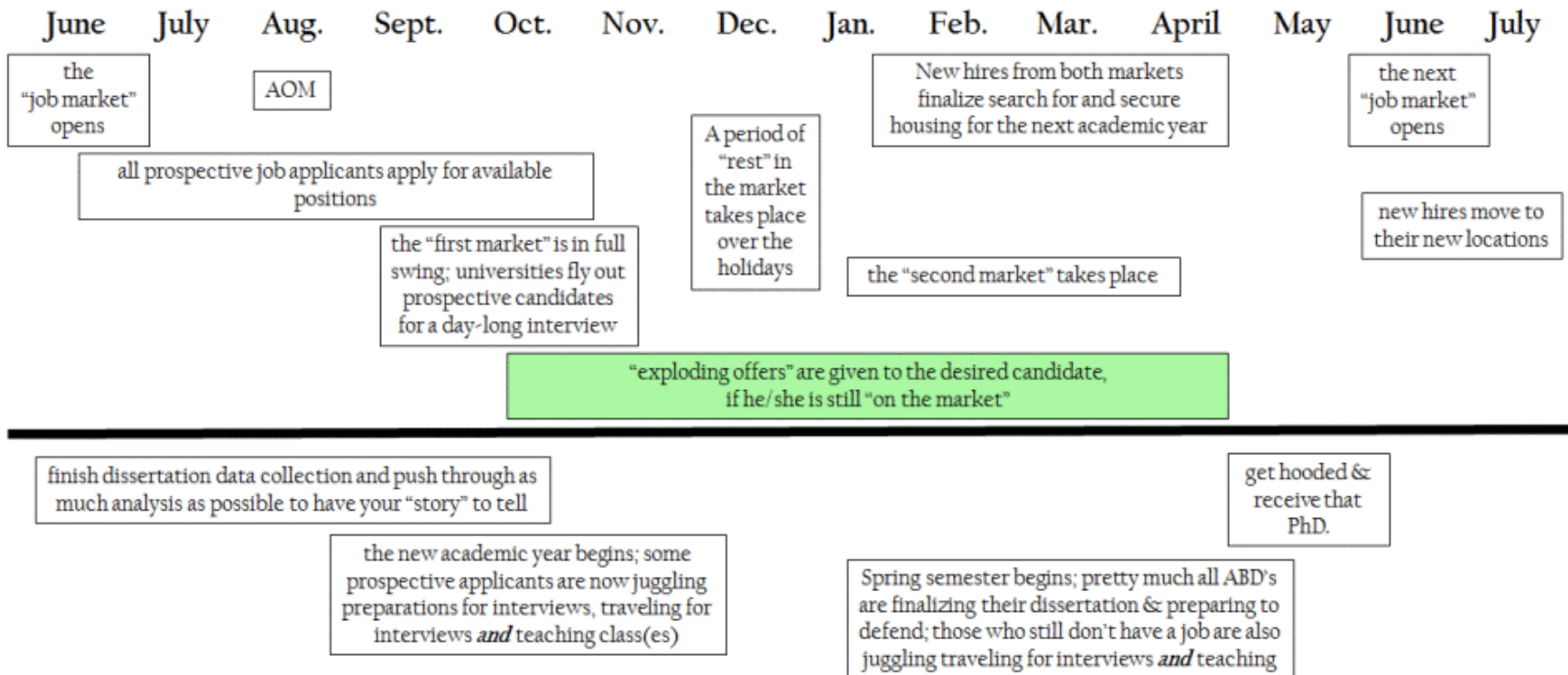
- Have materials that 4-5 very busy people want to read
- Stand out sufficiently from your peers to earn an interview

# Plan your year



## Create a scholar for yourself

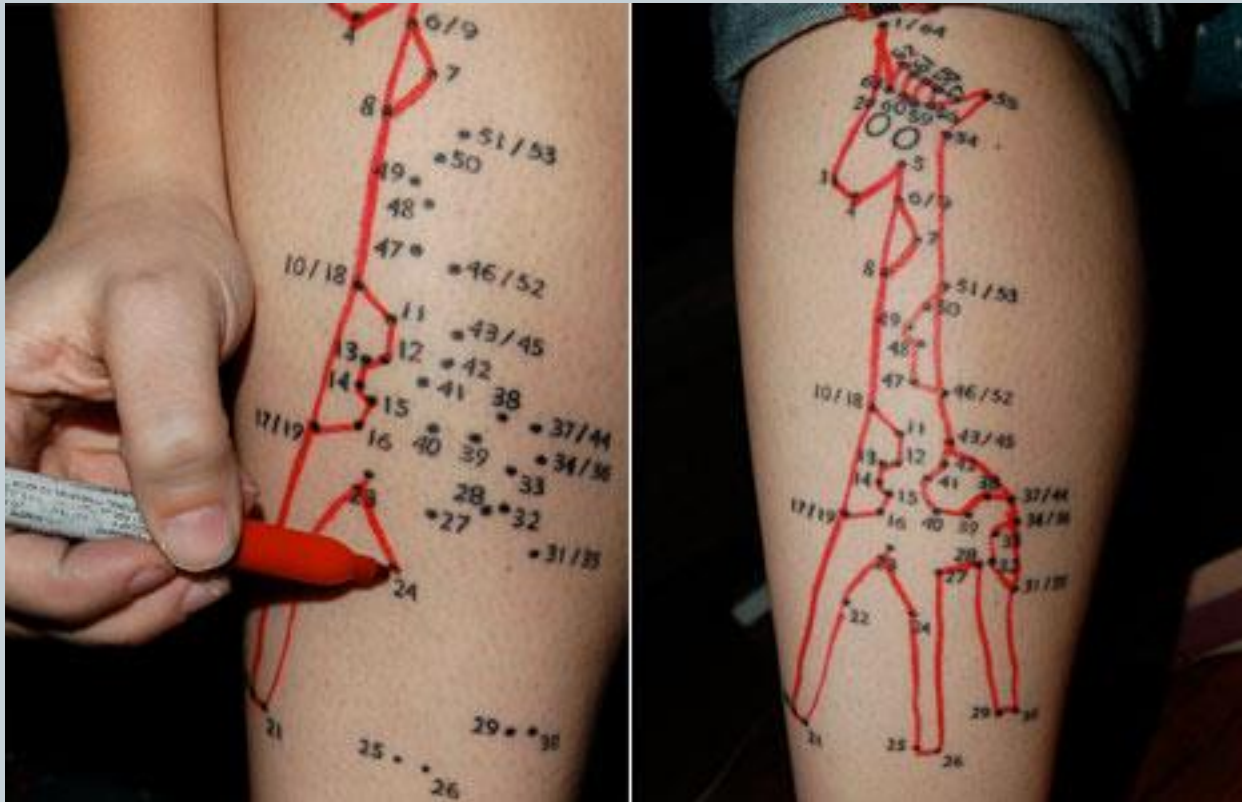
### The Job Market Year



# Research statement



- Be coherent (try to find a common theme)





# Research statement



- Be coherent (try to find a common theme)
- Talk about your main lines of research
- Include paragraphs on future directions
- Highlight your unique strengths (don't focus on what you have in common with other applicants, like coursework, focus on what makes you distinctive)
- Feel free to talk about special aspects of your approach (e.g., stats/methods, social neuro, open science)
- Looks good at glance & deep read

**BOTTOM LINE: Who cares?**

# Analyze the value of your research

## ANOVA: ANALYSIS OF VALUE

IS YOUR RESEARCH WORTH ANYTHING?

Developed in 1912 by geneticist R.A. Fisher, the Analysis of Value is a powerful statistical tool designed to test the significance of one's work.



am i  
wasting  
my time?

Significance is determined by comparing one's research with the **Dull Hypothesis**:

$$H_0: \mu_1 = \mu_2 ?$$

where,

$H_0$  : the Dull Hypothesis

$\mu_1$  : significance of your research

$\mu_2$  : significance of a monkey typing randomly on a typewriter in a forest where no one hears it.

The test involves computation of the  $F'd$  ratio:

$$F'd = \frac{\text{sum(people who care about your research)}}{\text{world population}}$$

This ratio is compared to the F distribution with  $I-1$ ,  $N_T$  degrees of freedom to determine a  $p$ (in your pants) value. A low  $p$ (in your pants) value means you're on to something good (though statistically improbable).

Type I/II Errors

The Analysis of Value must be used carefully to avoid the following two types of errors:

Type I: You incorrectly believe your research is not Dull.

Type II: No conclusions can be made. Good luck graduating.

Of course, this test assumes both Independence and Normality on your part, neither of which is likely true, which means *it's not your problem*.

# Analyze the value of your reasearch



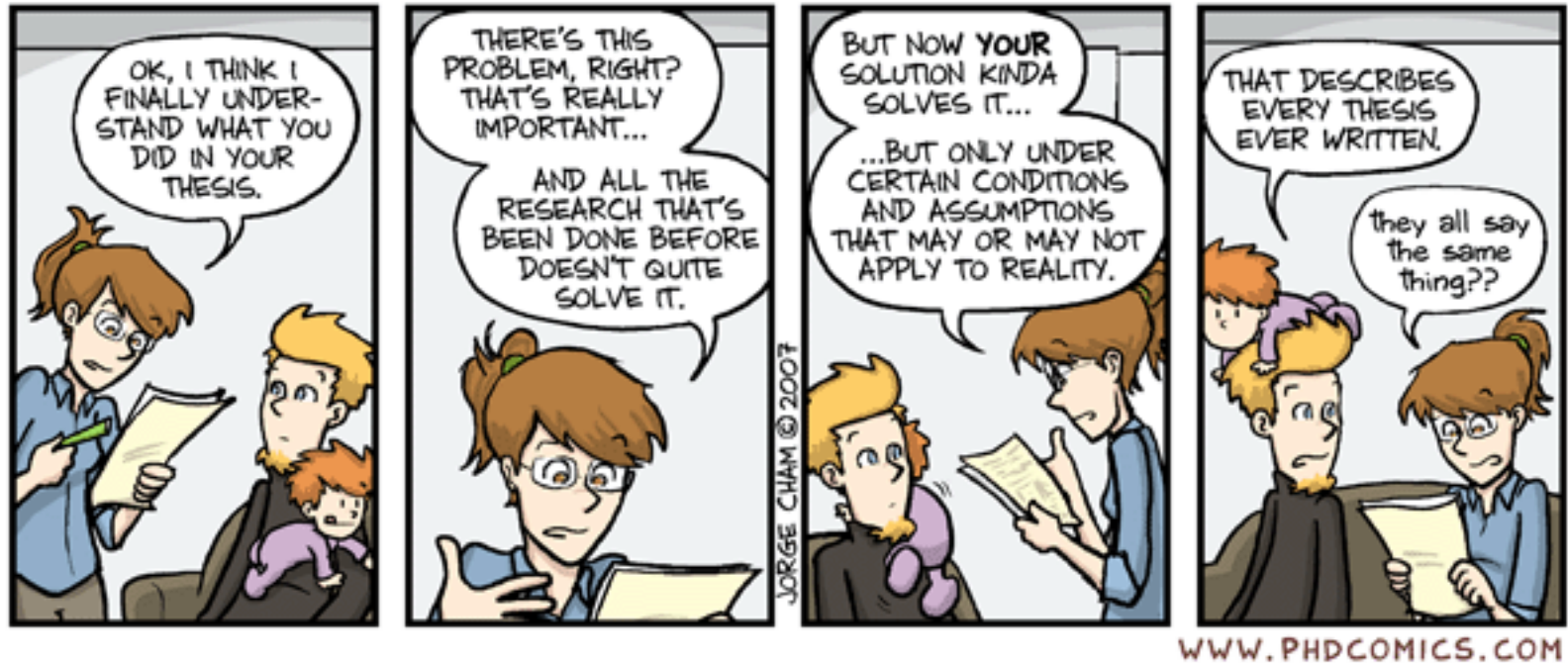
- What will readers learn about that they did not know (or could not have known) before?
- Why is that knowledge important for the field?
- How are the claims made in the article justified by the methods used?

## **That's Interesting!**

**Towards a Phenomenology of Sociology  
and a Sociology of Phenomenology**

**MURRAY S. DAVIS**

# Ask yourself: Who cares?



- 1) Highlight theoretical contribution
- 2) Highlight practical contribution

# Teaching statement



- **Teaching philosophy**
  - Start abstract
  - Make it concrete
- **Teaching experience**
  - Quality > quantity
  - Be specific in terms of practices
  - Report teaching evaluations
- **Courses you can teach**
  - Align to job ad
  - Service courses are ideal

# CV



- **Appointments and Education**
- **Awards**
- **Research**
  - Statement
  - Publications (in print, under review, in prep)
  - Presentations (colloquia, symposia, conference talks, posters)
- **Teaching**
  - Classes (with evaluations)
  - Teaching assistant work
  - Mentoring (esp. stats and undergrad awards)
- **Service**
  - Field, university, department

# Cover letter



- Create a template letter
- Highlight research, teaching and other strengths (methods, service, awards, etc.)
- Mention aspects of fit (tailor letter to each school)
  - Resources that are unique for your research
  - Personal connection to the place (school or city)
  - Faculty you are excited about as colleagues/collaborators
  - Alignment with features in job ad

# Reference letters



- **Get at least three from your mentors/collaborators**
  - Ask them at least a month in advance
  - Email them all your materials (invite feedback)
  - Send them one-paragraph summaries of your (a) research, (b) teaching and (c) service strengths plus (d) your relationship to them
  - Set up a meeting in person
  - Ask them if they can write a good letter
  - Ask them what they need from you to make their life easier
  - Coordinate with them to highlight issues on your behalf



# Internet presence



- **Create a website**
  - Include a research/teaching statement
  - A link to your CV
  - A professional picture
  
- **Social media is a double edged sword**
  - Keep it professional
  - Delete your political diatribes (until you have tenure)
  - Think twice about blogging

# The Job market: Some solutions

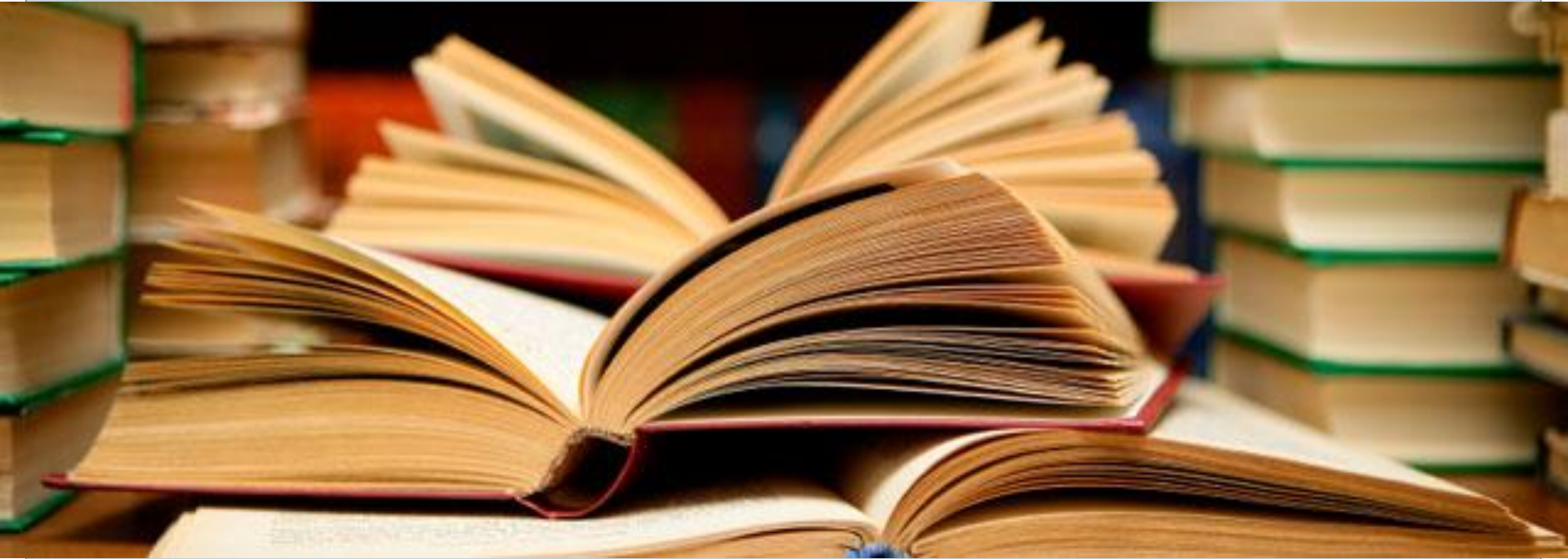


- **Apply multiple years**
  - Apply selectively in your first year, then broader each year
- **Network aggressively (give lots of GREAT talks)**
  - You want them to think, “Oh, Jay applied” when they go through the 100-200 applications.
- **Get materials from successful colleagues**
- **Treat writing your materials like writing a paper**
  - Get advisor to edit
  - Pass around with other students on the job market

# The Job market: Some solutions



- Do good work: People will read it!



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# GOAL



- Create impression that you will be a successful and pleasant colleague

# Preparation



- Practice your job talk extensively and get tons of feedback
- Ask your contact for format for talk(s)
- Buy a slick outfit that makes you feel good
- Get your meeting schedule
- Prepare for interviews by reading ~10 abstracts from each person you will meet

**Pro-tip: Start preparing before you get an interview**

# Meetings



- **Be normal:** people want an engaging colleague they can hang out with for 10-30 years, not a jerk or a name-dropper
  - Dress nice, act your age, be a decent human being
  - Turn your talks to common interests (research at R1)
  - Have a vision for the future of your career (teaching, grants)
  - Come prepared with questions (be assertive and engaged)
  - Ask about their research (but don't be naïve)

**Secret:** most faculty aren't prepared for these and just want to pass the 30 minutes without awkward silence

# Job Talk



- Standard is 50 minute talk
- Make elegant slides, with clear narrative
- Include necessary details (e.g., error bars, effect sizes, citations, etc)
- Outline future directions (be concrete, if possible)
- Be non-defensive and receptive to suggestions
- Prepare for obvious questions
- Act like a faculty member, not a student (don't keep talking about your dissertation)
- (I move acknowledgments to the end)



# Miscellaneous



- Some schools have teaching or chalk talks
- Don't get trashed at the dinner (you are still on the interview)
- Feel free to ask about personal issues (e.g., where do most faculty live, what is departmental culture, etc).
- Save questions about salary and personal resources for AFTER you get an offer
- Follow-up with people after you get home (but don't be annoying)
- All of these tips apply for phone interviews

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- **Preparing a budget**
- **Justification**
- **Negotiation**

# GOAL



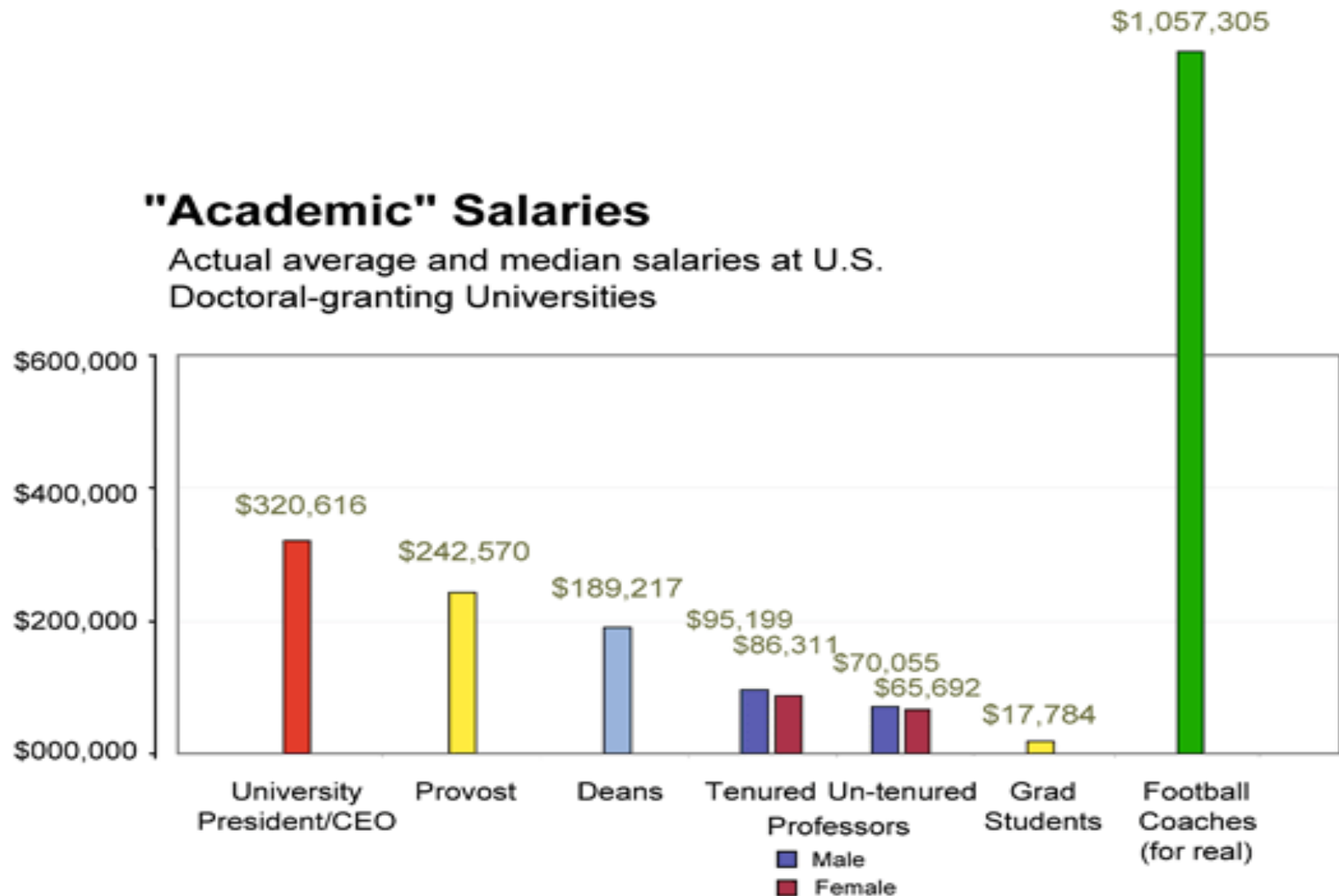
- Create a win-win situation where you obtain the resources you need to get tenure and the chair gets to successfully recruit their top candidate

# Negotiations

- Read a few articles on negotiation!
  - Make the chair/dean like you (learn their needs)
- Find out what is reasonable to request (ask around)
  - Ask for everything you need (but justify every item)
- Negotiate everything:
  - Salary (+summer salary)
  - Research costs (equipment and staff)
  - Course releases (+course preps)
  - Miscellaneous (housing, spouse, deferral, deadline, etc)
- Talk to a mentor when you get an offer

## "Academic" Salaries

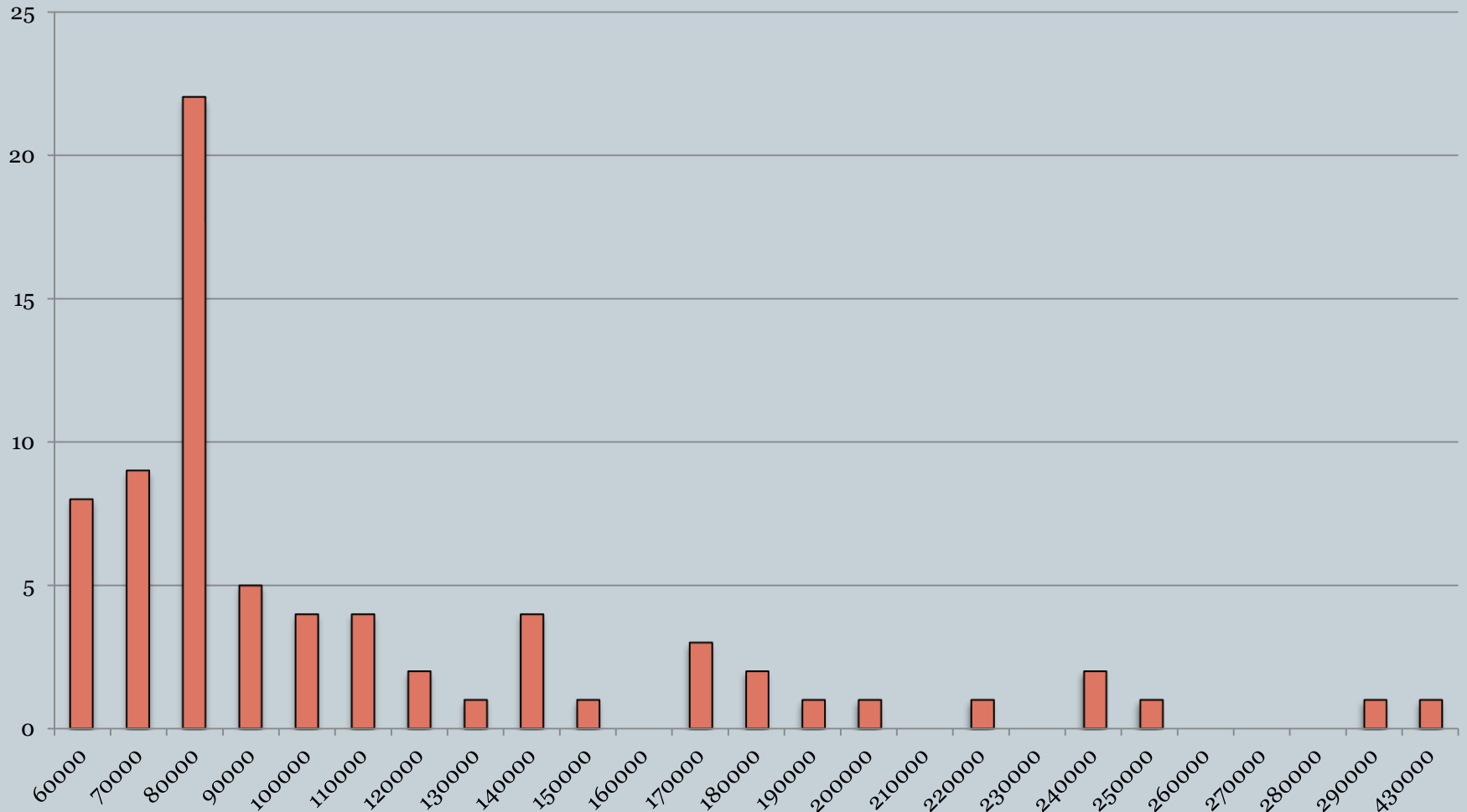
Actual average and median salaries at U.S.  
Doctoral-granting Universities



Notes: Administrator figures are median salaries, the rest are averages. All figures in 2008 dollars. Sources: College and University Professional Association for Human Resources 2005 Survey; American Association of University Professors 2007 Survey; The Chronicle of Higher Education 2001 Survey of Graduate Assistants; USA Today Survey of Div. I-A College Football Coaches Compensation 2007.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

# Psychology Faculty Salaries





# 2016–17 AAUP Faculty Compensation Survey

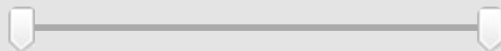
The annual AAUP Faculty Compensation Survey is the largest independent source of data on four-year colleges and universities in the United States. The 2017 iteration of the survey included more than 380,000 faculty members from 1,022 institutions in all 50 states and Puerto Rico. The survey, "The Economic Status of the Profession," is published each year in the March–April issue of *Ea* below presents these data in an easily searchable database.

[Click here](#) for *Inside Higher Ed's* news coverage of the data.

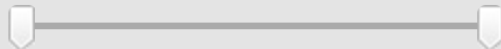
## Narrow Results

### ▼ Compensation

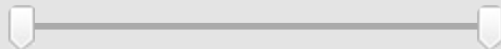
Average Salary



Average Salary Change



Average Total Compensation



### ▼ States

- ALABAMA
- ALASKA
- ARIZONA
- ARKANSAS
- CALIFORNIA
- COLORADO
- CONNECTICUT
- DISTRICT OF COLUMBIA

Institution Name

start typing



FULL PROFESSORS

ASSOCIATE PROFESSORS

ASSISTANT PROFESSORS

INSTRUCTORS

UNR

Institution Category   State	Avg. Salary Full Professors	Avg. Change Continuing Full Professors	Count Full Professors
<b>Auburn University</b> Doctoral   ALABAMA	\$123,000	4.1%	417
<b>Birmingham Southern College</b> Baccalaureate   ALABAMA	\$82,300	4.4%	40
<b>Huntingdon College</b> Baccalaureate   ALABAMA	\$76,200	4.1%	9
<b>Samford University</b> Master   ALABAMA	\$105,500	4.1%	116

# Other non-linear distributions



- Brilliant versus weaker students
- Brilliant versus weaker colleagues
- Teaching two versus eight courses per year
- Start-ups range from \$1,500 to \$1,500,000
- no grad students versus free phd students
- No testing rooms to a MRI scanner in the basement
- No travel versus paid trips around the world
- Obscurity versus giant soapbox



# Other reading



- [http://web.uvic.ca/~dslind/sites/default/files/Goals%20for%20Academiabound%20psych%20grad%20students\\_o.pdf](http://web.uvic.ca/~dslind/sites/default/files/Goals%20for%20Academiabound%20psych%20grad%20students_o.pdf)

