

Faculty Job Search Documents



TEXAS TECH UNIVERSITY
Office of the Provost: Student Affairs
University Career Center™



Teaching Effectiveness And Career enHancement

This packet was developed in partnership with the Instructional Development program in the Texas Tech Graduate School. The guidelines within this packet are intended to serve as a starting point for creating documents necessary in a faculty job search. A successful faculty job search requires thought, strategy, and a high attention to detail. This packet explains strategies to approach several documents commonly used within the faculty job search, including curriculum vitae (CVs), cover letters, teaching philosophies, and research statements. Please note that the application documents for a faculty position may vary. Information and sample documents within this packet are not intended to be taken verbatim. Make your documents unique and stand out from the crowd by making sure they reflect you.

The resources this packet highlights are available to all students and alumni; take advantage of the University Career Center and the services we provide you!

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CV Aesthetics, Content, & Editing

Writing a curriculum vitae (CV) is an art, not a science. There is no one correct way to formulate your document, but there are some best practices and standards that the UCC recommends. Stand out from the crowd with high quality content and a clearly written, error-free document. Your CV should be aesthetically pleasing with relevant content and proper editing.

Aesthetics: Develop a classic, professional CV. These elements include font choice, formatting consistency, an appropriate amount of white space, length and overall appearance of the document. The CV should be professionally formatted.

Content: While aesthetic mistakes can take you out of the running for a position, the content of the CV is what will make you stand out from the crowd. The information you choose to include in your document should be the most relevant to your target audience. Bullet points are intended to expand on your relevant experience and highlight your expertise.

Editing: Editing is a necessary component of CV writing that is often underutilized. Editing is where you and others ensure that content is accurate, and the format is professional. Have as many people proofread your CV as possible and stop by the UCC for an extra set of eyes!

- **Reverse Chronological Order:** Within each section on the CV, your experience should go in reverse chronological order, meaning most recent items first.
- **Bullet Points:** Bullet points may not be used as frequently in the CV as in a resume. In some fields, it is common and acceptable to describe an experience in paragraph form. When using bullets, eliminate the pronoun “I” at the beginning of each bullet point as this is assumed. Avoid introductory phrases such as “My duties included...” and “My responsibilities were...”. Describe achievements, rather than listing duties, quantify outcomes whenever possible, and be sure to highlight your proficiency in field of study and marketable skills.
- **Length:** Unlike a resume, the CV can be expansive and comprehensive. As your experience, research and teaching interests expand, so will your CV. You may encounter some positions that limit the length of your CV but that is uncommon.
- **Margins:** Make your CV visually attractive by using an appropriate amount of white space to allow the reader’s eye to rest. One-inch margins are standard, but look to examples within your field.
- **Font:** Use a professional font that is easy to read. Times New Roman, Arial, and Calibri are good choices. Avoid script and cursive fonts. An 11-point font size is recommended.
- **Consistency:** The formatting throughout the document should be consistent. For example, if you choose to bold a job title, make sure you bold every job title. Also, make sure that everything lines up neatly on the page.
- **Accuracy:** All job search materials must be 100% error free. Carefully read through your CV, checking grammar, spelling, and punctuation. Editing a CV can always use another set of eyes; have as many people proofread as possible and come to the UCC!
- **Paper Quality:** Consider using high quality paper when providing a physical copy. White, ivory, or light grey are good choices. Avoid cardstock.
- **File Type:** If submitting files digitally, follow the application instructions for file types. If there are no specific instructions, .pdf files are generally recommended.

CV Template: Academic Careers

This template is a good starting point for students developing their higher-level academic or scientific research curriculum vitae (CV). To gain an understanding of what is expected in your field, request permission to see the CVs of professors in the field and get their guidance in developing this document. This CV example is an appropriate starting point for any field or discipline. Additionally, ask your professors and other mentors from your field to review all academic application materials prior to submission.

The following topics are commonly included; check the items that would be relevant to your experiences.

- **Heading and Contact Information**
- **Education + Dissertation or Thesis Topic**
- **Research Interests / Research Profile**
- **Research Experience**
- **Areas of Teaching Expertise**
- **Teaching Experience**
- **Awards / Distinctions**
- **Professional Memberships / Organizations**
- **Community Involvement / Administrative Activity / Service**
- **Publications / Presentations / Abstracts**
- **References**

Although resume formats vary considerably, academic CVs have remained consistent in their organization with only minor variations. While the sections and length might change according to the type and level of academic position, this example contains the most relevant sections. Consult with faculty in your program and review faculty profile pages on the Texas Tech website to find potential examples.

Keep the format clean and use white space to draw the reader's eye to important information. Since a CV can be longer than a resume, it is encouraged to use 1 inch margins and plenty of spacing between sections and experiences.

As you become established in your career, the format and focus of your CV may change. You can reorder sections to provide the most important information first. For example, certain institutions privilege research over teaching, so applicants need to maintain the listed order. Others will want evidence of teaching first. The CV, like all application materials, is a living document, meaning that it should evolve and change for different situations and audiences.

No page number is required on the first page of the CV but succeeding pages should have your name and page number. This information can be provided in the body of the document or in either the header or the footer.

On the next few pages, a CV template is shown. This template is not intended to cover all sections but model how different sections might appear.

Your Name (bold, large, 14-18 pt)

City, State ZIP

Phone Numbers

Email Address

EDUCATION

Doctor of Philosophy, Major, University, City, State, Dates (awaiting defense)

- Thesis title, supervisor and committee member names
- Comprehensive / preliminary exam fields

Master of (Science, Arts, Engineering), Major, University, City, State, Dates

- Thesis title and supervisor
- Academic honors or distinctions

Bachelor of (Science, Arts, Engineering), Major, University, City, State, Dates

- Academic honors or distinctions

RESEARCH INTERESTS / RESEARCH PROFILE

Provide an abstract of no more than 1 or 2 paragraphs to outline current and prospective areas of research. This section quickly conveys to search committee members that your area of research 1) matches the position; 2) is significant to the discipline; and 3) will continue to contribute to the field in the future. Researchers in more technically oriented fields might also specify the primary techniques, approaches, languages or instrumentation used in conducting their research. It is also possible to use the dissertation abstract as a starting point for this section.

RESEARCH EXPERIENCE

List in reverse chronological order all research positions held, including doctoral thesis/postdoctoral research and any industrial or other experience that held a relevant research component. For example:

Postdoctoral Fellow, Department/Lab, University/Company, City, State, Dates

- *Use short, bulleted lists to outline the research subject and process; ensure that all information is relevant to the position. Describe the experience in linear and concrete statements.*

Research Assistant, Department, University, City, State, 2016-2018

- *Focus on discrete outcomes (results, publications, etc.) or skills gained (techniques, instruments).*

AREAS OF TEACHING EXPERTISE

Consider a bulleted list that includes areas, topics, and subjects that you feel confident and qualified to teach. This information is based on your actual teaching activity and advanced coursework completed in these subjects. Explore the course catalog of the target department or institution and list in order of relevance to the institution's needs.

TEACHING EXPERIENCE

This list, in reverse chronological order, should include teaching assistantships and all courses taught. For academic and teaching positions, the teaching sections may precede the research sections. List the course name and level, when and where it was taught, and concise content information. The emphasis on this list should amplify your teaching experiences that speak to the job description and the needs of the institution. Highlight general teaching aptitudes by noting awards or evaluations that help to establish your pedagogical skills. Whether requested or not, a short teaching statement, as a separate document included with the CV, is recommended for any position where teaching is expected.

Lecturer: Course Name and Level, Department, University, City, State, Dates

- 1 – 2 bullets that outline the content of the course and state whether it was undergraduate or graduate level.

Teaching Assistant: Course Name and Level, Department, University, City, State, Dates

- If you have similar experiences, avoid using the same descriptors for each. Focus on what's different.

GRANTS

List grants in this section in reverse chronological order with award amounts listed in brackets.

AWARDS / DISTINCTIONS

List recognitions relevant to your career goals in reverse chronological order. If you have a fairly short list, you could also include these in your education section.

PROFESSIONAL MEMBERSHIPS / ORGANIZATIONS

Your membership in professional organizations may be relevant to search committees as it demonstrates your involvement and contribution to your field. Include dates of membership (2016 – Present; 2017 – 2019, etc.) for each organization. If you held a leadership position or an office, include bullets to demonstrate your initiatives and accomplishments.

COMMUNITY INVOLVEMENT / ADMINISTRATIVE ACTIVITY / UNIVERSITY SERVICE

Using a bulleted list, represent how you have been active in your community, university, and department. Many universities are using service as a measure for tenure-track professors. Move beyond a simple list of memberships to highlight initiatives or administrative achievements.

PUBLICATIONS / PRESENTATIONS / ABSTRACTS

Shorter lists of publications and presentations can be listed here as a simple bulleted list. Extensive and varied publication lists should be organized by appropriate subsections (Peer-Reviewed Publications, Book Reviews, Conference Presentations and Posters, etc.).

- For peer-reviewed publications, the sequence can be formatted based on single or lead authorship or be listed in reverse chronological order.
- Publications can be listed with qualifying statements such as: Submitted, Under Review, In Revision, or Accepted for Publication.
- If the publications list is long, it can accompany the CV as an attachment. Rename this section Selected Publications and list only the most important and relevant publications on the CV.
- Bold your name wherever it occurs in the author list.

REFERENCES

The reference section is always the last section of the CV. Typically, at least three references are expected, including titles, affiliations, and contact information. Ask for permission to include each person as a reference; then provide each referee with a copy of the CV and an indication of the institutions and positions you are targeting. The supervising professor should be listed first. Committee members, faculty mentors, and established scholars with whom you have worked or collaborated are also acceptable.

Marketable Skills

Marketable skills are those skills that can be applied in multiple work settings. Consider incorporating them, in addition to those specific to your intended career field, by providing examples of when you have successfully used them in your bullets. Some examples of transferable skills include the following:

Clerical Compiling Examining Organizing Recording	Creative Designing Improvising Performing Visualizing	Human Relations Advising Facilitating Guiding Motivating	Public Relations Consulting Presenting Representing Writing	Research Assessing Diagnosing Extrapolating Synthesizing	Training Communicating Evaluating Instructing Planning
Communication Conveying Editing Explaining Translating	Financial Allocating Auditing Calculating Forecasting	Management Delegating Directing Leading Negotiating	Problem Solving Analyzing Improving Reasoning Recognizing	Technical Aligning Drafting Operating Programming	

Constructing Bullets

Bullets should be used as indicated by examples from your field. When formulating a bullet, it should explain what you did in the position, how you did it and the results of your actions. The skills you have gained from your related experiences should be represented through your bullets. Brainstorm each experience/position and create bullets unique to you.

Bullet “Formula” = Action Verb + Example + Result

Examples:

- Supported and administered approved departmental and divisional assessment programs and initiatives that led to an adoption of a programming budget of \$45,000
- Collaborated with colleagues to develop curriculum that effectively used sustainable resources and reduced departmental costs by 25%
- Fostered students’ commitment to lifelong learning by connecting course materials to broader themes and current events

Action Verbs

Beginning each bullet with a strong action verb helps to highlight your successes and a reader gets a sense of your skills by scanning the document. Vary the action verbs on your CV to appeal to different audiences. Below is a list of verbs to get started; use your favorite dictionary or thesaurus to find additional alternatives.

Planning

Developed	Devised	Evaluated	Formulated	Forecasted
Identified	Prioritized	Researched	Revised	Strategized

Organizing

Allocated	Assembled	Assessed	Cataloged	Classified
Coordinated	Established	Incorporated	Programmed	Secured

Executing

Administered	Carried out	Collected	Completed	Conducted
Distributed	Input	Labored	Operated	Performed
Processed	Produced	Proofed	Prospected	Transacted

Supervising

Analyzed	Assessed	Corrected	Correlated	Developed	Established
Examined	Explored	Inspected	Maintained	Measured	Modified
Monitored	Officiated	Oversaw	Refined	Regulated	Revised

Leading

Conducted	Directed	Envisioned	Encouraged	Empowered	Founded
Guided	Influenced	Initiated	Inspired	Managed	Mentored
Motivated	Pioneered	Promoted	Spearheaded	Strengthened	Trained

Getting Results

Accomplished	Augmented	Consolidated	Contributed	Delivered	Earned
Excelled	Expanded	Finalized	Grew	Improved	Innovated
Integrated	Launched	Modernized	Reduced (losses)	Renovated	Restored

Problem Solving

Analyzed	Brainstormed	Collaborated	Conceptualized	Created	Detected
Diagnosed	Engineered	Formulated	Investigated	Remedied	Remodeled
Repaired	Revitalized	Revived	Solved	Synthesized	

Quantitative

Appraised	Approximated	Audited	Budgeted	Calculated	Checked
Compiled	Computed	Earned	Estimated	Financed	Increased
Maximized	Profited	Projected	Quantified	Recorded	Totaled

Communicating

Arbitrated	Clarified	Composed	Consulted	Convinced	Corresponded
Critiqued	Defined	Educated	Explained	Highlighted	Informed
Interpreted	Mediated	Moderated	Negotiated	Presented	Synthesized

Helping

Accommodated	Advised	Aided	Assisted	Assured	Coached	Continued
Cooperated	Counseled	Enabled	Enhanced	Mobilized	Modeled	Polished
Provided	Rehabilitated	Saved	Served	Sustained	Tutored	Validated

Research Statement

The research statement may also be called a research summary or proposal. This document should entail a focus on your current research as well as your future research agenda. Within your statement, communicate about your areas of specialty, academic knowledge, writing capability and experience in collaboration with departmental faculty and institutional goals. Include your aptitude to impact your intended field and to obtain grants.

Also consider including information about prior and current research projects, the relevance of your research to your field and your research goals and possible outcomes. Communicate your independence as a thinker as well as your knowledge of other scholarship in your chosen area. Remember to convey your excitement about your research.

Format

- Length: 1-2 pages, 3 at the most
- Avoid page-long paragraphs
- Divide content logically into headings and subheadings
- Use same text and font size as in your CV

Cover Letters

The cover letter accompanies the CV in the application process. While industry cover letters consist of 3 or 4 very short paragraphs, it is common for academic cover letters to be longer. For STEM positions, cover letters should still stick to one page while humanities and social science positions may extend to up to two pages.

Treat the cover letter as a writing sample. This document will be seen as an extension of your professional identity and as such, your grammar and spelling should be impeccable.

Use the same format as your CV regarding font, font size, and margins if possible. Use the cover letter to provide new or additional information that is not included on other documents. Utilize pronouns (I, me, my, we) judiciously and avoid starting paragraphs with personal pronouns.

The first paragraph introduces you to the search committee. Be specific and brief in explaining your interest in the position and be prepared to include a thesis statement that summarized why you are applying for the job and what makes you a competitive candidate for the position.

The middle two paragraphs can be bullets or paragraphs and should be targeted to each position. Use the description in the job posting to identify knowledge or skills that are important to the job or the organization. Do not repeat the exact wording or information from the CV. Provide pertinent information concisely so that the prospective employer will want to read your other application materials. **Focus on demonstrating that you understand the needs of the institution.**

The last paragraph concludes with a request for an interview and reiterates your contact information. Your summary should reinforce your interest and enthusiasm. The cover letter template on the next page provides additional information.

Cover Letter Template

Your address
City, State, ZIP

You may use the same heading as your CV to create a letterhead or use business letter format as seen here.

Date of Submission

Name of Contact
Title

Name of Organization
Address
City, State Zip Code

If you do not know the name of the contact, consider addressing the Search Committee as a whole. An alternative strategy might be to present the letter as a memo and substitute Re: Job Title or Job Number.

Dear _____:

Introduction: Use this paragraph to state the position or type of work you are seeking. Identify how you learned of the position (e.g., Hire Red Raiders or through a networking contact). Briefly introduce yourself (not My name is – that information is obvious from the letterhead) and explain your interest in the position. Specifically explain why you are interested in the job and institution.

Sell Yourself: In the main body of the cover letter, describe your achievements and qualifications. Focus on how your experiences align with the institution and the position without repeating your CV or other documents. If it is a teaching position, focus on your teaching experience. In one or two short paragraphs (or 4 to 5 bullets) expand on your skills, qualifications, accomplishments, and education. Be sure to draw a connection between the needs of the current job and the skills you bring to the job.

Use the job description as a reference and target your information to the position. This paragraph can also be used to explain something from the CV or highlight a notable project or accomplishment. Briefly discuss active steps you are taking to contribute to the research field. Be professional about what information you provide. While industry cover letters are less than one page, academic cover letters may be up to two. However, it's still important to avoid restating other documents and accentuate the highlights.

Ask for an Interview: In this paragraph emphasize your interest in the position and the institution. Thank the employer for their time and express your interest in a phone, video, or face-to-face interview. Provide your phone number and email address again in this paragraph.

Sincerely,

Sign your name here

Your name typed

Enclosure: Curriculum Vitae

If you are mailing the CV, you will include the signature and enclosure information as presented here. If you are emailing or submitting the document online, there will no line about enclosures. And in an email, it is acceptable to simply type your name at the end of the email. Or include your signature if you have the option.

Teaching Philosophy

Adapted from A. Boye (2012) "Writing your teaching philosophy" through the Texas Tech TLPDC

A teaching philosophy is a brief, personalized statement that offers insight into an instructor's beliefs about teaching and approach to the classroom. After reading your teaching philosophy, your audience should be able to visualize who you are as a teacher and know what to expect in your classroom. This document is commonly required for positions that have a heavy teaching component, although not all applications will require one. Some common things to address include your conceptualization of learning and teaching, the goals you have for students, how you implement your philosophy, and how you evaluate and assess your goals. Listed below are some dos and don'ts to help guide you in developing this document.

- **Use present tense.** Present tense documents are easiest to read and help establish that your teaching is personal and ongoing, rather than impersonal, stagnant, or inflexible.
- **Keep it brief.** Follow recommended page lengths if the institution provides a guide. Most commonly, one to two pages is accepted.
- **Know your audience.** Keep the values and priorities of your statement in mind. Do some research about the institution's and program's mission, policies, classes, and accreditation requirements. Be authentic, but tailor your documents if possible.
- **Showcase your statements.** Your teaching philosophy should explain your beliefs. Don't write about what all teachers should do but focus on what you do as an educator.
- **Provide concrete and specific examples.** Broad, abstract ideas will come across as generic; include concrete examples and be specific to help stand out from other candidates.
- **Ground it in your discipline, but use language that can be broadly appreciated and understood.** Offer some insight about teaching in your specific field but avoid too much jargon.
- **Avoid repeating your CV.** You don't need to list all of the classes you've taught or anything else that's explicitly found in your CV. Focus on adding depth instead of reciting experiences.
- **Demonstrate that you are thoughtful and reflective.** The hiring committee doesn't expect perfection, especially if you are a relatively new teacher. Provide specific examples from your teaching experience that show that you are intentional in the classroom.
- **Display respect for your students.** Your philosophy should not reflect a negative attitude toward students; instead, focus on communicating enthusiasm and passion.
- **Make sure it is well written.** Have someone else review your statement and be sure that your content is well-organized and thought out. It's okay to have several drafts before landing on the final version.

If you're intimidated with getting started, try answering some of the following questions in a brainstorming session. Why do you want to teach this subject? What goals do you have for your students? How will you know they have achieved those goals? How do you handle diversity in the classroom? What evidence demonstrates that your teaching is effective? What would a visitor experience in your classroom?

After creating a draft, consider meeting with the Graduate School's Instructional Development staff as well as the University Career Center to gain additional insight.

After You Graduate, Keep It Up-to-Date!

As you progress in your career, be sure to add each new experience, publication, and presentation to your CV. Save job descriptions, evaluations, and any awards or honors to refer to later. Unlike your resume, your CV does not have any length limitations so be comprehensive. Additionally, your teaching philosophy and research statement should also evolve over time.

If you decide to apply for industry positions, you will need to follow resume guidelines. Use your CV as the starting point for an industry resume and edit your content down to the most relevant information on one to two pages.

Remember that you can have your CV reviewed by the UCC at any time after you graduate from Texas Tech. Contact us at (806) 742-2210 to set up a phone, video, or in-person appointment.

UCC Resources

The UCC offers several options for getting help in creating and perfecting your faculty job search documents. Take advantage of one or more of the following services available to students and alumni:

Career Coaching: The UCC has counselors available to meet with students and alumni by appointment. Sessions can cover a variety of topics, including CV development, job search strategies, interviewing skills, and other career related concerns.

Events and Webinars: Each semester the UCC offers events and webinars on various topics, including resume writing, interviewing, networking, job searching and more! For a list of events and webinars visit www.careercenter.ttu.edu/events.

Online Resources: The UCC offers numerous online resources to assist students with their career development, including application documents, job search strategies, interviewing, and salary negotiation.

- The [UCC website](#) includes resources on events, career exploration and development, job boards, and instructions on creating a credentials file.
- [O*NET OnLine](#) is a government website which provides occupational information for over 900 job titles. Use this website to assist you in developing your bullets!
- In addition to a job board, the [Chronicle of Higher Education](#) contains additional articles about job-seeking within higher education.
- [HigherEd Jobs](#) allows you to search positions by category, location, type of school, and type of position.
- [Inside Higher Ed Careers](#) features a job board as well as compensation data and career advice. Additionally, the website feature college pages to provide an overview of institution information.



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www.careercenter.ttu.edu | www.hireredraiders.ttu.edu



TEACH Resources

- **Workshops** - The Instructional Development teams has developed interactive virtual and face-to-face meetings that will help participants explore topics on teaching at the college level. You can register for these workshops on the Graduate School's [events calendar](https://portal.grad.ttu.edu/events/) (<https://portal.grad.ttu.edu/events/>).
- **Microteaching** - Whether graduate students want to try learning strategies or prepare for teaching demonstrations, they can prepare a ten-minute lesson which a trained Instructional Development consultant will record. The participant and consultant will then review the recording to identify strengths and areas for improvement.
- **Classroom Observations** - Graduate instructors of record or teaching assistants may invite a trained Instructional Development to observe their face-to-face or synchronous online class. The consultant will then provide the instructor with feedback on strengths and areas for improvement.
- **Groundwork** - The Groundwork Program is a face-to-face, 2 1/2 day program of workshops, discussions, readings, and hands-on micro-teaching activities. Graduate students and postdoctoral fellows will be exposed to the fundamentals of college teaching such as syllabus and student learning outcome creation, classroom management, active learning, and other strategies for engaging students.
- **TEACH Fellowship** - The Teaching Effectiveness And Career enHancement Fellowship assists selected Ph.D. students in developing teaching skills and preparing job documents for the academic market. Program activities include one-on-one consultations, recorded classroom instruction, comprehensive feedback, peer observations, workshops, and the development of a teaching portfolio and course design project.