THE ACADEMIC JOB SEARCH

Planning Ahead for the Academic Job Search Series
Tuesday, October 20, 2020

Kerry Hodak (.2)
Assistant Director
Student Life Student Activities
We plan to address...

When do hiring cycles typically begin for academic positions?

Where can I look to identify open positions?

How can I select positions and institutions where I would be best able to flourish?

What application materials do I need to prepare to submit for academic positions?
Disclaimers

Disciplinary conventions vary.

Individual consultations offer more specific advice.

Consult multiple sources of feedback and guidance throughout your search.

Focus today will be on faculty positions (some on staff).
Non-faculty jobs

The Versatile PhD
https://gradsch.osu.edu/vphd

Buckeye Careers
https://handshake.osu.edu/
Timing
Typical academic hiring cycles

For tenure-track positions…

• Most are posted in August or September
• Preliminary interviews in December (or earlier)
• Campus interviews in January or February (or earlier)

“The Way We Hire Now” (9/9/18)
Typical academic hiring cycles

For limited-term positions…

• May be posted in advance of autumn or spring terms

• Shorter timelines for searches to complete
Typical academic hiring cycles

For administrative, professional, and staff positions...

- No particular “season” for postings
- Start dates may align with academic terms
Timing considerations

Many will advise a candidate to complete the dissertation before accepting a position.

When does it make sense for you to enter a “trial run” year?

What contingency plans can you develop to accommodate these hiring cycles?
Finding Positions
Positions may be shared via...

- **Vitae** (from *The Chronicle of Higher Education*)
- **Careers section** (from *Inside Higher Ed*)
- **HigherEdJobs**
- **AcademicKeys**
- **Academic360**
- **DiverseJobs** (from *Diverse: Issues in Higher Education*)
- **Handshake** (Buckeye Careers)
- **LinkedIn**
Positions may be shared via...

- Personal referrals within your department
- Scholarly and professional conferences
- Disciplinary journals and mailing lists
- Individual institutions’ human resources portals or departmental webpages
Finding a Fit
How would you best flourish?

- By focusing primarily on research?
- By focusing primarily on teaching?
- Balancing research and teaching?
- In a specific geographic region?
- Wherever my partner finds a job?
- Wherever someone will hire me?
<table>
<thead>
<tr>
<th>Role/task</th>
<th>%</th>
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<tbody>
<tr>
<td>Research</td>
<td></td>
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<tr>
<td>Teaching</td>
<td></td>
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<tr>
<td>Service to the institution</td>
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<tr>
<td>Service to scholarly organizations</td>
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<td>Service to the community</td>
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<td>Family/personal commitments</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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Reflecting on where you “fit”

• Institutional characteristics
• Position characteristics
• Departmental characteristics
• Geographic considerations
• Personal considerations
Carnegie Basic Classification

• Associate’s Colleges
• Doctorate-granting Universities
• Master’s Colleges & Universities
• Baccalaureate Colleges
• Special Focus Institutions
• Tribal Colleges

https://carnegieclassifications.iu.edu/
Carnegie Basic Classification

- Associate’s Colleges (23%)
- Doctorate-granting Universities (10%)
- Master’s Colleges & Universities (16%)
- Baccalaureate Colleges (13%)
- Baccalaureate/Associate’s College (6%)
- Special Focus Institutions: Two-year (10%)
- Special Focus Institutions: Four-year (21%)
- Tribal Colleges (1%)

http://carnegieclassifications.iu.edu/
# Ohio State University-Main Campus

**Columbus, Ohio**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Category</th>
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<tbody>
<tr>
<td>Basic</td>
<td>Doctoral Universities: Very High Research Activity</td>
</tr>
<tr>
<td>Undergraduate Instructional Program:</td>
<td>Professions plus arts &amp; sciences, high graduate coexistence</td>
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<tr>
<td>Graduate Instructional Program:</td>
<td>Research Doctoral: Comprehensive programs, with medical/veterinary school</td>
</tr>
<tr>
<td>Enrollment Profile:</td>
<td>High undergraduate</td>
</tr>
<tr>
<td>Undergraduate Profile:</td>
<td>Four-year, full-time, more selective, higher transfer-in</td>
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<tr>
<td>Size and Setting:</td>
<td>Four-year, large, primarily residential</td>
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<tr>
<th>Classification</th>
<th>Category</th>
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<tbody>
<tr>
<td>Community Engagement:</td>
<td>Classified or reclassified in 2010 or 2015 through the Brown University Swearer Center for Public Service</td>
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</table>
Position characteristics

- Tenure-track faculty
  - Assistant, Associate, and (Full) Professor

- Contract faculty/staff (non-tenure track)
  - Adjunct, Contingent, Lecturer, Instructor, etc.
  - Research, Clinical, Administrative, Professional, etc.

- Time-limited appointments
  - Visiting Professor, Post-Doctoral Scholar

The balance of teaching, research, and service responsibilities varies for each.
Take a short-term?

Departmental characteristics

• Colleagues who share your interests?
• Interdisciplinary opportunities?
• Teaching graduate and/or undergraduate courses?
• Teaching load?
• Advising role?
• Facilities/infrastructure for scholarship?
Geographic considerations

• Proximity to other colleges and universities?
• Rural, suburban, urban locations?
• Access to airports and other transportation?
Personal considerations

• Nearness to family and friends?
• Needs of and benefits for your spouse, children, domestic partner?
• Involvement in the life of the university?
• Balance of abilities/talents and the needs of the position?
• Work-life balance?
• Dual academic career search?
Reflecting on where you “fit”

- Institutional characteristics
- Position characteristics
- Departmental characteristics
- Geographic considerations
- Personal considerations

Which of these (or other considerations) are most important to you at this point?
Materials
What materials to prepare?

- Cover letter (or letter of interest)
- Curriculum Vitae (CV)
- (Letters of) reference
- Official or unofficial transcripts
- Research statement
- Statement of teaching philosophy
- Statement of teaching interests
- “Evidence of teaching effectiveness”
- Diversity Statement
- Writing sample
- Teaching portfolio
Cover letter

• Always, always tailored to each position
• Typically 2 pages in length
• One common structure (5 paragraphs)
  – Introduction to you and the position for which you are applying
  – Description of your teaching experiences
  – Description of your research experiences
  – Alignment: you, department, and institution
  – Interest in interviewing and follow-up
Curriculum Vitae

• Opportunity to offer a comprehensive account of your academic life
• No page-limit
• Displays discipline-specific conventions (but with some general categories)
• Organization of categories adjusts depending on the type of position

• This is not a résumé.
(Letters of) reference

• Usually request for 3, plan for 4-5
• Choose writers strategically
• Always ask the writers to do this first
• Provide writers with summary documents (dates, contacts, URLs, cover letter, CV) along with specifics about positions and your interests
Transcripts

- Used to verify academic credentials
- Unofficial transcripts may be accepted for initial round(s)
- Generally costs money to have them sent directly to the institution
Research statements

• Opportunity to articulate how you “fit” as a future colleague, that you have a feasible plan for your scholarship

• Typically 2 pages in length, including:
  – Current and future research agenda
  – Anticipated plans for funding, collaboration, and advising

• This is not a grant proposal.
Statements of teaching philosophy/interests

• Opportunity to articulate how you “fit” as a future colleague with regard to teaching

• Increasingly common across types of institutions

• Typically 2 pages in length, including:
  – Goals/values/beliefs about teaching and student learning
  – How your specific practices exemplify those goals
  – Evidence that your practices have been effective
“Evidence of teaching effectiveness”

• Could mean many things…
  – Student Evaluations of Instruction
  – SEIs/feedback plus reflection/summary
  – Teaching awards or recognition
  – Teaching portfolio

…so don’t hesitate to ask.

• May be requested later in the search
Diversity Statement

“Quickly emerging as the (next) required document of the typical job application.”

Reflects university’s commitment to inclusion:
   - enhances creativity
   - benefits students
   - contribute to social justice and positive societal change.


Should reveal a qualification you didn’t discuss in other application materials, or that a reader might not have detected.

Both past experiences AND future plans.
--Carnegie Mellon University, “Writing Your Diversity Statement”
https://www.cmu.edu/gcc/handouts-and-resources/handouts/diversity-statement.pdf
Writing samples

• Opportunity to demonstrate your writing and communication skills, research trajectory, and/or ability to navigate the publication process

• Sample options:
  – Dissertation abstract
  – Dissertation chapter
  – Published article
  – Grant proposal
Teaching portfolio

• Statement of teaching philosophy
• Description of teaching experiences
• Course planning artifacts
  – Selected course syllabi, lesson plans, assignments, exams, etc.
• Evidence of teaching effectiveness
  – Summaries of student feedback, departmental evaluations, etc.
• Teaching awards and recognition
• Professional development efforts
Organizing
Working digitally

- Vitae
- Interfolio
- U.OSU (or similar platform)
- Personal website

- Social media and search results audit
- Manage usernames/passwords of institutions’ human resources portals
Organized recordkeeping

- Institution name and position title
- Contact info (search committee chair)
- Posting date and description
- Deadline for submission
- Username/password for HR portal
- When materials are sent (and requested)
- Date submitted and acknowledged
- When additional materials are sent
- Conference/phone interview
- Thank you letter sent

Recorded in spreadsheets, Evernote, etc.—whatever helps you capture this info as a useful reference for yourself.
Getting started with the search

• Reflect on where you feel you “fit”
• Create materials early, get feedback
• Allocate time for the job search
• Get organized around dates & details
Upcoming workshops

Curriculum Vitae and Cover Letters (10/27)
Teaching, Research & Diversity Statements

Note Wednesday Date (11/4)

The Interview (11/10)
Negotiating the Job Offer (11/17)
What questions remain about...

When do hiring cycles typically begin for academic positions?

Where can I look to identify open positions?

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Thank you and good luck!