

# THE ACADEMIC JOB SEARCH

*Planning Ahead for the Academic Job Search Series*  
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# **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 a geographic region?
  - Wherever my partner finds a job?
  - Wherever someone will hire me?

# Ideal allocation of your time

<u>Role/task</u>	<u>%</u>
Research	_____
Teaching	_____
Service to the institution	_____
Service to scholarly organizations	_____
Service to the community	_____
Family/personal commitments	_____
Total	100%

# 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

Level	4-year or above	<input type="checkbox"/>
Control	Public	<input type="checkbox"/>
Student Population (Fall 2017)	59,837	

Classification	Category	
Basic	Doctoral Universities: Very High Research Activity	<input type="checkbox"/>
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence	<input type="checkbox"/>
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical/veterinary school	<input type="checkbox"/>
Enrollment Profile:	High undergraduate	<input type="checkbox"/>
Undergraduate Profile:	Four-year, full-time, more selective, higher transfer-in	<input type="checkbox"/>
Size and Setting:	Four-year, large, primarily residential	<input type="checkbox"/>

Classification	Category	
Community Engagement:	Classified or reclassified in 2010 or 2015 through the Brown University Swearer Center for Public Service	<input type="checkbox"/>



# 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?

FIGURE 2  
Trends in Academic Labor Force, 1975–2014



	1975	1989	1993	1995	2003	2005	2007	2009	2011	2013	2014
Full-Time Tenured Faculty	29.03%	27.61%	24.99%	24.82%	19.26%	17.73%	17.19%	16.82%	17.73%	21.60%	21.45%
Full-Time Tenure-Track Faculty	16.12%	11.40%	10.22%	9.61%	8.77%	8.20%	7.98%	7.65%	6.84%	8.09%	8.05%
Full-Time Non-Tenure-Track Faculty	10.33%	14.09%	13.59%	13.56%	14.96%	16.33%	14.87%	15.06%	12.95%	16.41%	16.73%
Part-Time Faculty	24.00%	30.36%	33.07%	33.19%	37.04%	39.07%	40.50%	41.11%	41.45%	41.14%	40.93%
Graduate Student Employees	20.53%	16.54%	18.14%	18.81%	19.97%	18.67%	19.46%	19.36%	21.02%	12.76%	12.83%

Source: National Center for Education Statistics, IPEDS Data Center, <http://nces.ed.gov/ipeds/datacenter>. Data compiled by the AAUP Research Office.

Shulman, S., Hopkins, B., Kelchen, R. Mastracci, S., Yaya, M., Barnshaw, J, and Dunietz, S. "Higher Education at a Crossroads: The Annual Report on the Economic Status of the Profession, 2015-2016" *Academe* March-April 2016, p.14

# 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.

Schmaling, K. B., Trevino, A. Y., Lind, J. R., Blume, A. W., & Baker, D. L. (2014, December 22). Diversity Statements: How Faculty Applicants Address Diversity. *Journal of Diversity in Higher Education*. Advance online publication.

<http://dx.doi.org/10.1037/a0038549>

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?

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**Thank you and  
good luck!**