The Academic Job Market
A (Re)Introduction to the Job Documents Genre

UChicagoGRAD, University of Chicago
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Today:

- Job documents as a genre
- Making arguments in this genre
- Questions & Next Steps
C.V. Refresher
The EXCITING Basics

0.8 - 1” MARGINS

Organized by Degree

Hierarchy of Information depends on Institution / Qualifications

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EDUCATION

Ph.D. University of Chicago (Chicago, IL): Art History, Expected June 2015
  Dissertation: “Ladies Bathing Daughters in Pans: the Sanitization of Gender in Impressionism”
  Committee: Edgar Degas (Chair); Clement Greenberg; Susan Sontag

M.A. University of Chicago (Chicago, IL): Humanities, June 2009
  Advisor: Deborah L. Nelson


PUBLICATIONS

Published
  “Paper that Mary Published Already 1: The full Citation.” Important Journal That Her Colleagues were Jealous Of or Whatever 80, no.4 (Spring 2013): 45-68.

Under Review [Or In Process]
  “Thing that’s not Quite Done, but Maybe Under Revise/Resubmit.” Journal that is less Known but Still Good 4, no. 235 (forthcoming 2015).
Making an Argument

What is Most Important in Each Section?

Highlighting Strengths & Desired Competencies
- Reading Descriptions
- Understanding Qualifications
- Understanding Institutions

Help the Reader Understand
Structuring the Rest

- Use no more than **FOUR** formats
  - Regular, **Bold**, *Italic*, **ALL CAPS BOLD**
- Remember to highlight the most important info
  - Making things **bold** isn’t the only way
  - Dates are less important (move RIGHT)
- At the bottom of each page after the first: number, “Curriculum Vitae,” name
- **Bullets** are not illegal, but should be used sparingly
- Your C.V. should not be longer than your advisor’s...
- Copy-Edit: more than 2 sets of eyes on a C.V.
Giving Narrative Shape to Your C.V.
Confidence in the Genre

I DRESSED THE FIRE CONTROL.... AND AHEAD OF ME ROCKETS BLAZED THROUGH THE SKY.

WHAAAM!
# Confidence in the Genre

## What can a strong cover letter **ACTUALLY DO?**
- Give you a chance to do the **easy stuff**
- Give **narrative shape** to your C.V.
- Demonstrate your **FIT** to an institution
- Show you’ve done your **homework**
- Get an **interview**
- Present you as a future **colleague**
- Project **confidence**

## What **CAN’T** a cover letter do? (No matter what).
- Get you a **job**
- Stand in for genuine **interest** in a position
- Obscure a lack of **attention to detail**
- Tell the entire story of your dissertation’s evolution from the shadow of an idea to the core focus of your academic life.
- Go onto a **third page**

[grad.uchicago.edu](http://grad.uchicago.edu)
University of Impressionist Stuff
1234 Seine Boulevard
Paris, Illinois 10183

October 8, 2014

Dear Members of the Search Committee:

I write to apply for the position of Assistant Professor of Impressionist Art at the University of Impressionist Stuff. I am an advanced doctoral candidate in the Department of Art History at the University of Chicago, where I specialize in nineteenth and twentieth century European Art. I will complete all requirements for the Ph.D. by January 2015.


I look forward to discussing the opportunity to join the faculty at the University of Impressionist Stuff. Letters from Edgar Degas, Clement Greenberg, and Susan Sontag will arrive under separate cover. Should you require additional information, please do not hesitate to contact me at girl_in_boat@uchicago.edu. Thank you for your consideration.

Sincerely,

Mary Cassatt
Structuring the Narrative
Structuring the Narrative

- Like your CV, your letter will work in sections:
  - Introduction
  - Dissertation overview
  - Critical conversation (and future project)
  - Relevant research or fieldwork
  - Teaching
  - Service to the department
  - Well-researched comments about institution
  - Formal sign-off
A Word on Teaching
A Word on Teaching

- Show Don’t Tell (lesson one for creative writers)
  - Telling (weak):
    Teaching is something I value and I have taught couzzzzZZzzzzZ
  - Showing (better):
    In *Introduction to Impressionism*, for example, I conducted class sessions
    at the Smart Museum and Art Institute, giving students the
    opportunity to lead mini gallery talks about works with which they
    most identified.

- Consider the institutional demands
  - Courses required; courses you can teach
  - Research-related teaching and/or
  - Teaching-related research
Questions?

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