# GRAD Guide to Academic Careers

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**UCHICAGOGRAD**

Helping you navigate your graduate and postdoctoral career

## ACADEMIC CAREERS OVERVIEW

All academic jobs involve the production and dissemination of knowledge, but the structure of these positions varies widely from institution to institution. The research-intensive jobs held by professors at UChicago represent only a small sample of the diverse career possibilities. Many other academic jobs have a greater focus on teaching, especially undergraduate instruction.

### Institution Types (US)

- **Doctoral Universities**. These institutions are research-intensive and grant at least 20 doctoral degrees each year. They range from highest research activity (R1) to moderate research activity (R3).  Sample doctoral universities include the University of Chicago (R1), Loyola University Chicago (R2), and Eastern Michigan University (R3).  # in US: **334**.
- **Master's Colleges and Universities**. These institutions award a least 50 master's degrees each year in addition to any undergraduate degrees. They range from larger programs (M1) to smaller programs (M3). The emphasis placed on teaching ranges widely from institution to institution. Sample institutions include Roosevelt University and Western Illinois University. # in US: **763**.
- **Baccalaureate Colleges**. These institutions primarily educate undergraduates and tend to be more teaching focused. Small liberal arts colleges (SLACs), which have a curricular focus on the liberal arts and sciences, are included in this category. Sample institutions include Lake Forest College and Williams College.  # in US: **572**.
- **Community Colleges**. These institutions primarily award associate's (two-year) degrees, preparing students to continue at four-year colleges or launch careers. Sample Institutions include the City Colleges of Chicago and Oakton Community College.  # in US: **1512**.
- **Special-Focus Institutions**. These institutions primarily offer degrees in a specialized area. Independent art schools, medical schools, law schools, music conservatories, and divinity schools are included in this category. # in US: **1445**.

- **Government and Nonprofit Research Institutes.** These institutes conduct academic research outside of university settings.  Scientific research institutes such as The Scripps Research Institute and the National Institutes of Health are included in this category. Humanities research centers, such as the Newberry Library, and government agencies, such as the Forest Service, also employ humanists who spend at least part of their time producing new research.

## Position Types (US)

- **Tenure-Track Professorships**. Scholars/researchers in these positions have received or are on track to receive tenure, a status that provides long-term job security and academic freedom. Typically, tenured professors can only be fired for gross misconduct or reasons of economic exigency.  Tenure-track scholars hold the titles of Assistant Professor (when not yet tenured), Associate Professor (when granted tenure), and Professor (when promoted mid-career).
- **Contractual Professorships.** Scholars/researchers serving in contractual positions are hired for a set period, often one academic year at a time.  These scholars cannot achieve tenure, but at some institutions, they are eligible for contracts of increasing duration (one-, then three-, then five-year appointments, for example).  Contractual professors may have titles such as instructor, lecturer, senior lecturer, professional specialist, or professor of practice. Like tenure-track professorships, these are full-time, benefits-eligible positions.
- **Staff Scientist Positions.** These researchers serve in full-time research roles at institutes or universities, providing support for larger research projects while conducting some independent research. These researchers do not receive the support and resources typically granted to tenure-track professors or trainees; however, they do not have teaching expectations.
- **Postdoctoral Fellowships**. These appointments are granted to those who are just finishing or have just finished their PhDs. Postdocs provide scholars/researchers with opportunities for additional training and professional development. In many STEM fields, postdoctoral fellowships are a requirement for landing research-intensive, tenure-track jobs. Postdoctoral fellowships are also becoming an increasingly common first position for scholars in the humanities and social sciences.
- **Visiting Assistant Professorships**. Similar to contractual professorships, these full-time, short-term positions do not have the long-term job security of tenure-track professorships. VAP positions, which are typically teaching-focused, are often created to fill temporary vacancies when tenure-track faculty retire or go on leave.
- **Adjunct Professorships**. Unlike visiting and contractual professorships, adjunct positions are usually not full time or benefits eligible. Scholars in these teaching-intensive positions may be hired on a class-by-class basis, and they typically do not receive the resources or support granted to tenure-track faculty. The term "adjunct" can mean different things at different institutions, however, so be sure to read any job posting closely.
- **Hybrid Academic Positions**. Hybrid academic positions are administrative staff roles that combine teaching and scholarship with program building and academic administration.  These positions, which are growing in number, are usually full time and benefits eligible.

## Beyond American Academe

UChicago Ph.D. recipients hold academic posts at institutions around the world.  When considering an academic career abroad, it is important to understand the nuances of the hiring

process in each country, including the distinct ways in which academic careers are classified and ranked. For example, in the United Kingdom, "lecturer" positions may bear similarities to US assistant professorships, while "teaching associate" and "research associate" positions may be analogous to US postdoctoral fellowships. For more information on conducting job searches abroad, review the advice available through UChicago's "GoinGlobal" resource (located in GRAD Gargoyle). You should also contact UChicago alumni who have successfully launched careers in your locales of interest.

## The Changing Academic Career Landscape (US)

Over the last 40 years, the share of post-secondary faculty in tenure-track positions in the US has declined dramatically, while the percentage of faculty in adjunct and other temporary, non-tenure-track positions has increased.



**1969** — 21.7% · 78.3%

- Non Tenure Track
- Tenure Track

**2009** — 33.5% · 66.5%

*Source: Kezar & Maxey, "The Changing Academic Workforce," Association of Governing Boards of Universities and Colleges, 2013.*

As an academic job applicant, you will encounter postings for both tenure-track and non-tenure-track appointments at a wide variety of institutions. Always consider how each potential position fits into your overall professional and personal goals before applying. Have confidence in the value of your training, and remember that an academic career represents just one of the many meaningful careers open to those holding terminal degrees.

## ACADEMIC JOB SEARCH TIMELINE

Though timelines and processes vary by field, you will typically apply for academic jobs between 9 and 15 months before your anticipated start date. For example, if you hope to begin a position in August 2020, you will likely submit most of your job applications during the fall of 2019. Working backward, then, you will spend the spring and summer of 2019 preparing your materials and soliciting recommendations. NB: The timeline provided below assumes a fall start date.

### Spring (18 Months before Start Date)

- Discuss the decision to go on the job market with your faculty advisors and UChicagoGRAD career advisor. Schedule an advising appointment in GRAD Gargoyle.
- If you are still in graduate school, continue to make progress on your dissertation, ensuring that you will be finished by the summer before your new post.

- Discuss with your advisor how to make your profile as competitive as possible for positions in your field. This could include wrapping up and submitting any papers ready for publication.
- If available, participate in your department's job search preparation program, or schedule a meeting with your departmental placement officer
- If you are teaching, have a faculty mentor or Chicago Center for Teaching advisor observe you in the classroom.  Make a recording of your teaching if needed for applications in your field.
- Develop an online presence appropriate for scholars in your field. This can include a personal website, academia.edu page, ResearchGate profile, LinkedIn profile, departmental website profile, or a combination of these.
- Review job ads from last year's application cycle to get a feel for the hiring trends in your field.
- Reach out to recent alumni from your department for advice, particularly on how to successfully apply for employment at various types of institutions.

## Summer (15 Months before Start Date)

- Prepare drafts of all job materials, including your CV, cover letter, research statement, teaching statement and portfolio, sample syllabi, diversity statement, and writing samples. If you are applying for R1 positions in STEM, devote special attention to developing a proposal that describes your distinct future research program (in consultation with your advisor).
- Refine preliminary drafts with UChicagoGRAD advisors, then seek specialized feedback from faculty advisors, advisors at the Chicago Center for Teaching, and other mentors.
- Attend the UChicagoGRAD Academic Job Market Summer Camp in July.
- Secure 3-4 faculty recommenders, including at least one person who can speak to your teaching if you are seeking teaching-intensive positions. Set up an Interfolio account if needed.
- Begin monitoring job sites in your field for early deadlines.

## Fall (12 Months before Start Date)

- Apply for relevant postings, tailoring each job application to the hiring institution and position.
- Attend the UChicagoGRAD Academic Job Market Fall Series (if needed).
- Provide faculty with an updated list of where to send or upload letters of recommendation.
- Practice interview skills with a one-on-one GRADTalk appointment (or via departmental interview preparation opportunities, if available). If you are in a language department, practice talking about your scholarship in English as well as your language(s).
- Arrange to attend the annual meeting in your discipline (if relevant).
- Seek advice on interview attire norms and plan for what you want to wear if interviewing.
- Many first-round interviews (and even some on-campus interviews) occur in the fall. If interviewing, seek advice from advisors at GRADTalk and the CCT on interviewing, job talks, chalk talks, and teaching demonstrations.

## Winter (9 Months before Start Date)

- Apply for any late-appearing job postings, including visiting assistant professorships.
- Participate in on-campus interviews, if available. Continue to seek advice from advisors at GRADTalk and the CCT on interviewing, job talks, chalk talks, and teaching demonstrations.
- Negotiate any job offers, seeking advice from mentors and UChicagoGRAD career advisors.

## Spring (6 Months before Start Date)

- Continue to apply for any late-appearing job postings.
- Consider meeting with a UChicagoGRAD career advisor to discuss your job market experience as well as proactive steps that you can take to move forward.

# IDENTIFYING JOB OPENINGS IN YOUR FIELD

Academic job seekers should consult general higher education job boards (e.g. Higher Ed Jobs, Chronicle Vitae) as well as job boards dedicated to professionals in their fields.  Not all academic institutions place job ads with scholarly societies.  Applicants in most fields should plan to monitor job sites on a weekly basis throughout the late summer, fall, and winter, as new postings appear regularly.

| All Fields | Arts, Humanities, and Social Sciences | STEM |
| --- | --- | --- |
| Academic360 | American Academy of Religion | American Chemical Society |
| AcademicCareers | American Anthropological Assoc. | American Geophysical Union |
| Academic Jobs Wiki | American Economic Association | Am. Inst. of Chemical Engineers |
| Chronicle Vitae | American Historical Association | American Mathematical Society |
| Higher Ed Jobs | American Musicological Society | American Physical Society |
| Higher Ed Recruitment Consort | American Political Science Assoc. | American Soc. for Cell Biology |
| Inside Higher Ed | American Psychological Assoc. | Biomedical Engineering Society |
| Times Higher Education (UK) | American Sociological Assoc. | Computing Research Association |
| jobs.ac.uk  (UK) | American Studies Association | Ecological Society of America |
| EURAXESS (EU) | Association for Asian Studies | GeneticsCareers.org |
| Academic Transfer (NL) | Assoc. for Psychological Science | MathJobs.org |
| Global Academy Jobs | College Art Association | Nature Jobs |
| | Council on Social Work Ed. | Science Careers |
| | H-Net Online | Society for Neuroscience |
| | International Studies Association | |
| | Latin American Studies Assoc. | |
| | Linguistic Society of America | |
| | Middle East Studies Association | |
| | Modern Language Assoc. JIL | |
| | PhilJobs: Jobs for Philosophers | |
| | Public Service Careers | |
| | Soc. for American Archaeology | |
| | Society of Biblical Literature | |
| | Society for Classical Studies | |

# DECODING JOB ADVERTISEMENTS

To prepare successful job documents, you should treat each application as a distinct project. Do not simply change names and addresses; instead, do your best to tailor your materials to suit each institution's culture and requirements. This requires carefully reading job ads, looking for explicit and implicit expectations. You can supplement your analysis with online research and conversations with your advisor or alumni working at similar institutions. Some job ads will be vague, with few specifics on what the hiring committee seeks. In such cases, learn as much as you can about the hiring unit via online research.

*What kind of institution is Georgia College? Do its faculty identify primarily as teachers or researchers? Who are its students? Do some online research to learn about the institution, and talk to alumni who work at similar instiutions.*

*In a your cover letter, draft teaching paragraphs that speak directly to your experiences with or ideas for the types of courses mentioned in the ad. Mention any experience that you have mentoring or supervising student research,*

*The teaching load is 4-4, meaning that teaching is the primary focus of faculty at this institution. Research expectations are limited. Propose a research agenda that is appropriate for the position, and emphasize connections between research and teaching.*

*If you are ABD, be sure to indicate that you will have the degree in hand well before the listed date.*

*Submit your application by this date to be fully considered. Address your job letter to the chair of the search committee.*

The Georgia College Department of History and Geography seeks to hire a tenure track assistant professor of Asian history with specialties in China, Japan, India and/or the Indian Ocean World. Desirable thematic sub-fields include religion, migration, gender, environment, and imperialism/colonialism. Special consideration will be given to candidates whose research is comparative and/or interdisciplinary. The successful applicant will teach world history survey courses and upper levels in their area of expertise. In addition, they will contribute to the teaching of the department's historical methodology course, and will have the opportunity to develop an original, topical "Critical Thinking Course" for the core curriculum. The teaching responsibility for this position is 12 contact hours per semester.

All faculty serve as mentors to students as they progress in the curriculum, and develop capstone and thesis projects. All faculty are required to develop and maintain a research agenda. Travel for professional development purposes is expected. Some travel for scholarly purposes and to attend conferences may be required. All faculty provide service to the institution.

Hiring preference will be given to faculty who demonstrate an understanding of Georgia College's Liberal Arts mission, show a demonstrated ability to incorporate diverse perspectives in their classroom, and can work collegially and effectively throughout the university community.

Minimum Experience/Education: Ph.D. in History or Asian Studies with a concentration in history, expected by August 1, 2018.

Applications must include a cover letter/letter of application, curriculum vitae, and a list of 3 references with contact information. Screening of applications will begin February 12, 2018 and continue until filled. Questions should be directed to the search committee chair, Dr. Place Holder.

*"History and Geography" indicates that your job materials may be read by non-specialists. Write accessibly.*

*For this job, you'll need to position yourself as first and foremost a historian of Asia, even if your background is interdisciplinary. Demonstrate how your teaching and research align with this core requirement as well as the posting's "desirable" qualifications. You can conclude your cover letter's opening paragraph with an explicit statement: "I am a historian of Japan who specializes in gender history and the comparative study of empire in East Asia."*

*This paragraph provides further clues to help you tailor your materials. How do you bring diversity to the classroom? Why do you want to work at a public liberal arts college? How might you serve students outside the classroom?*

*Send only the requested materials, but be prepared to provide additional documents (e.g. teaching portfolio, writing sample) if you make the short list.*

# ELEMENTS OF THE APPLICATION DOSSIER

## Curriculum Vitae (CV)

The CV is a centerpiece of your application for an academic position.  It provides a snapshot of your academic identity by documenting past research, teaching, mentoring, and service activities.  CV formatting and content vary by discipline, so read the CVs of recently hired assistant professors in your field to identify norms and best practices.  Keep in mind that the goal is to present information in a way that is clear and easy to digest; you should not overwhelm your readers with information or confuse them with non-standard formats.

If you are applying for both research-focused and teaching-focused positions, you may create two versions of your CV: one that foregrounds research activities and one that foregrounds teaching activities.  For further CV advice, including tips on tailoring, see the UChicagoGRAD CV Guide available at grad.uchicago.edu (Career Development > Job Document Resources > Academia).

## Cover Letter

Cover letters are required for nearly all academic job applications. Each letter should be a tailored pitch that highlights how your research, teaching, and service fit a hiring institution's needs. The content and organization of your letters will vary by field and institution type.

If research output is of central importance to the hiring department, you should lead with and emphasize your past, present, and future research projects, focusing on the big-picture contributions and outcomes of your work. If teaching seems to be the hiring department's top priority, lead with and emphasize your teaching philosophy and experience. Throughout the letter, be specific about how you will carry out research, teaching, and service at the hiring institution. What campus collaborations will you pursue? Which local organizations will be partners in your future research? Which local archives will you use to teach your students about research practices?

Academic cover letters follow the formatting conventions of business correspondence. Your letters should be 2 pages in length (1 page for some STEM research positions). Your language should be concise and easily understood by someone outside your subfield. Communicate confidently and as a future colleague; do not undercut your accomplishments, draw attention to gaps in your record, or pander to the hiring committee.  For further cover letter advice, see the UChicagoGRAD Cover Letter Guide available at grad.uchicago.edu (Career Development > Job Document Resources > Academia).

## Research Statements or Proposals

A research statement provides the search committee with more detailed information about your past, present, and future research.  This document is not a narrative of every research project you've undertaken; rather, it makes an argument about who you are as a researcher, where you're headed with your work, and why your work matters.  In the humanities and social sciences, this is typically a 2-page document, while in STEM fields, this document may be 3-10 pages in length.  Work with your advisor and other scholars in your field to ensure that you are describing your current and future projects in an appropriate and compelling manner. Please

note that a research statement differs from the research proposals that you may be asked to write for postdoctoral fellowships in the humanities or social sciences.

For further advice on research statements in the humanities and social sciences, including a discussion of the differences between research statements and proposals, see the UChicagoGRAD Presentation on HUM/SS Research Statements.  For STEM research statements, see the UChicagoGRAD Presentation on STEM Research Statements. Find both guides at grad.uchicago.edu (Career Development > Job Document Resources > Academia).

## Teaching Statements

A teaching statement is a 1-2 page personal reflection on your pedagogy. It demonstrates that you've thought deeply about the practice of teaching in your discipline, and it shows that you can apply what you've learned to successfully teach a range of students in various settings. The statement is structured as an argument with specific examples that illustrate your approach and its impact on student learning. For further advice on writing an effective teaching statement, consult an advisor at the Chicago Center for Teaching (teaching.uchicago.edu).

## Teaching Portfolios (a.k.a. Evidence of Teaching Effectiveness)

A teaching portfolio provides evidence of your effectiveness as an instructor. It may contain a teaching statement, a teaching biography (i.e. list of courses taught, with descriptions), 1-2 syllabi, sample assignments, course evaluations and feedback, and a list of completed pedagogical trainings. More than a loose compilation of documents, the teaching portfolio is an *argument* about your teaching, supported by compelling evidence. Consider using a cover sheet with a table of contents to assist readers in finding information. Note that applicants in fields like music or languages may also benefit from creating a recording of their teaching. For further advice on teaching portfolios and evidence of teaching effectiveness, consult an advisor at the Chicago Center for Teaching (teaching.uchicago.edu).

## Diversity Statements

Diversity Statements are 1- to 2-page documents that address your past or potential contributions to academic diversity, inclusion, and equity. These statements typically address both *your own* learning and development related to diversity as well as *others*' learning and development (achieved as a result of your research, teaching, or service). Diversity statements are typically written in first-person point of view, and they provide evidence of reflection as well as concrete examples. For additional advice on diversity statements, see the UChicagoGRAD Presentation on Diversity Statements available at grad.uchicago.edu (Career Development > Job Document Resources > Academia).

## Reference Letters

Most job openings request that 3 letters of recommendation be sent in support of the application. These letters are typically written by scholars or researchers in your field who can speak to your intellectual capabilities and the merits of your research. Current STEM postdocs should seek a letter from your postdoctoral advisor, and current doctoral students should include your dissertation advisor as a primary recommender. Beyond these recommenders, your other letter writers need not all be members of your dissertation committee or even faculty at

your home institution. Be strategic about which letters you use for which job openings. If you are applying to teaching-focused positions, you should consider having one or more of your recommenders speak to your abilities as a teacher.

Speak with potential recommenders far in advance of applications, preferably the spring or summer before you plan to apply to academic jobs. Ask your writers (1) if they support you going on the job market at this time and (2) if they can write an enthusiastic recommendation, thus ensuring that your applications are not damned with faint praise. When you ask for letters, you should also ask how your recommender prefers to handle the logistics of submission. Some faculty members prefer to submit all letters themselves (perhaps using a shared Google Sheet to track deadlines).  Other recommenders prefer that you use a dossier service such as Interfolio (www.interfolio.com/dossier/), which collects, manages, and submits letters at your command.

## Writing Samples and Article Reprints

To evaluate your research, search committees in the humanities and social sciences may request writing samples or sample publications. If you need to supply a writing sample, you should provide the best, most polished example of your scholarship. When possible, ensure that the sample you provide aligns thematically with the requirements of the position. ABD candidates should be prepared to provide all completed dissertation chapters, as some committees wish to assess your progress toward degree. STEM applicants usually are not asked to supply these materials, as scientific papers are readily available online.

## Transcripts

You may be asked to provide transcripts from all of your graduate institutions.  These transcripts are usually used to verify your credentials, not to evaluate your candidacy.

## Other Materials

Applicants for faculty positions in music composition or the visual arts should prepare an artist's statement and a portfolio of your work.  Applicants for positions at faith-based institutions may need to prepare a faith statement.

## A Note on Online Presence

While it is not likely that a hiring institution will request a scholarly website or online teaching portfolio from job candidates, these forms of online presence are gaining in popularity among job seekers. Search committee members may search for short-listed candidates online, and a professional-looking website or portfolio can be a nice place for them to land. As you prepare your other job materials, reflect on your online presence and determine what forms of digital identity are in line with your values and appropriate for scholars in your field. This could include a personal website, online portfolio, Academia.edu page, ResearchGate profile, LinkedIn profile, departmental website profile, or a combination of these.

# INTERVIEWING FOR ACADEMIC POSITIONS

Most academic jobs have multi-stage interview processes:

Once your application is submitted, a search committee of about 3-4 people will typically review all files and create a "long short list" of applicants from whom they want more information. The committee might then request additional documents, such as teaching materials or writing samples.

If the committee has all of the documentation it needs, it may then invite you for an initial screening interview. These first-round interviews are conducted either in-person at conferences or remotely via phone or Skype. They are usually short (20-40 minutes in length).

The final screening stage is the on-campus interview, which typically lists 1-2 days. Because campus interviews are time-intensive for both candidates and hosts, only 3-4 candidates are invited to visit (one at a time in US interview contexts). The campus visit can comprise meetings with faculty, students, and administrators; additional interviews with department or search committee members; formal and informal research presentations (i.e. job talks and chalk talks); a teaching demonstration; and meals or other social gatherings.

## Typical Interview Questions

Applicants should anticipate questions about your research, teaching, service, and fit with an institution.

1. **Tell us about your research**. Similar questions: *Tell us about your dissertation. Tell us about your postdoctoral research. What contributions does your research make to the field?*

2. **Tell us about your future research plans.** Similar questions: *Tell us about your second project. What are your plans for publication? What sources of funding will you seek, and how soon will you be able to apply for grants? (STEM) What kind of start-up package or facilities will you need to conduct your research? How might you involve undergraduates in your research?*

3. **How would you describe your teaching philosophy?** Similar questions: *What kind of teacher are you? What is the relationship between your research and your teaching? What has been your teaching experience? What kinds of texts or assignments do you usually use? Tell us about a course or assignment that went particularly well. How do you create an inclusive classroom environment?*

4. **What kinds of courses could you teach?** Similar questions: *How would you teach our introductory course? How would you teach an upper-level course in your subfield? How would you work with graduate students?*

5. **Why do you feel that a position at our university is the right fit for you?** Similar questions: *How would you work with our unique student population? How will you contribute to the campus community through service? How do you see your work intersecting with other work already happening in the department?*

6. **Do you have any questions for us?**

## Preparing for First-Round Interviews

### *After Receiving an Interview Invitation*
- Thank the person issuing the invitation and express enthusiasm about the opportunity.
- Ask with whom you will be speaking during the interview.
- Clarify the logistical details, including format (phone, Skype, Google Hangout, Zoom, or in person) and timing, including time zone.
- Ensure you have the name and contact information for the interviewer, should an issue arise.
- Schedule practice interviews with your advisor or department placement office (if available) as well as with a GRADTalk advisor via [GRAD Gargoyle](#)

### *In the Days or Weeks before an Interview*
- Learn a bit more about the hiring institution (e.g. mission, initiatives, student body) and the hiring department (e.g. curriculum, faculty, and programs).
- Practice answering questions about your research, teaching, and fit aloud.  Even if you've written about these topics before, answering orally is a different process and requires thoughtful practice.
- Though you should not strive to deliver perfectly scripted, "right" answers, you may wish to write down few key points or moves that you hope to make in answering typical questions.
- Write down questions that you have for your interviewers.
- Test any technology that will be used in the interview, and stage a backdrop for a Skype interview, if needed.

For further advice on preparing for first-round interviews, see UChicagoGRAD's Academic Interviewing Presentation (grad.uchicago.edu/wp-content/uploads/2018/03/AJM_InterviewBestPractices_Fall2016.pdf).

## Preparing for Campus Interviews

### *After Receiving an Interview Invitation*
- Thank the person issuing the invitation and express enthusiasm about the opportunity.
- Ask to receive an itinerary when one is available. Ensure that you understand all relevant details, including the audience for your job talk, the expectations for your teaching demo, etc.
- Schedule a practice job talk with your advisor or department placement office (if available) as well as with a GRADTalk advisor via [GRAD Gargoyle](#).  If you will be giving a teaching demonstration, schedule an appointment with a Chicago Center for Teaching advisor via [GRAD Gargoyle](#) to discuss your sample lesson.

### *In the Days or Weeks before an Interview*
- Learn about each of the people who you will meet, including their research/teaching interests. Prepare questions for each interviewer.
- Keep practicing your research talks, teaching demos, and answers to common interview questions. Refine any handouts or visual media that will be used alongside your presentations, and ensure that you have digital as well as hard copies.
- Pack water, snacks, medicines, and anything else that will help feel charged during the visit.

For further advice on preparing for campus visits, see UChicagoGRAD's Campus Visit guide (https://grad.uchicago.edu/wp-content/uploads/2018/03/AJM_campus-visits_Fall2016.pdf).

### Interview Follow Up

After a first-round interview, follow up by sending a "thank you" email to the chair of the search committee, and ask the chair to pass along your thanks to other committee members. After an on-campus interview, write a personalized "thank you" email to each of the students, administrators, and faculty members that you met.

After each interview concludes, spend some time reflecting. Jot down the questions that you received, as this list can be helpful for future interview practice. Consider, too, your feelings about the institution and the people you met. Is this where you'd like to build your career?

## NEGOTIATING AN ACADEMIC JOB OFFER

After the campus visit, a search committee or departmental committee will typically meet to select a top candidate. Their selection is then usually approved by a dean or other campus administrator before an offer letter is drafted and issued. This process can take some time. If selected, you will be contacted by phone or email with an offer of employment. (NB: Offers are not official until they are in writing. At some institutions, offer letters are not drafted until all negotiations are final.)

Given the competitive nature of the academic job search, you may be tempted to answer that call or email with an enthusiastic "yes!" However, you may be selling yourself short if you do not negotiate your job offer. Negotiation is a common, accepted practice in American academe, even if you do not receive competing offers. Academic negotiations are not just about matters of pay and benefits; they ensure that you have the resources you need to be a successful researcher and teacher. When you receive an offer of employment, you should always thank the person calling, ask to have the offer in writing, and ask for time to consider the offer.

The next step will be to reflect on what you need, personally and professionally, to make this job a good fit. The following items may be negotiable, depending on your institutional and disciplinary context:

- Salary (including summer salary if you are on a 9-month contract)
- Course loads or types of teaching responsibilities
- Sabbatical
- Computer or laboratory equipment
- Funding for undergraduate assistants, graduate students, or postdocs
- Moving expenses or a paid trip to look at housing
- Delayed or early start to the job (e.g. delaying to take a one-year postdoc)
- Money for archival research or conferences
- Funding to bring speakers to campus
- Subsidy/subvention for a first book
- Databases, microfiche, journals, or other library resources
- Credit for past publication or tenure expectations
- Medical benefits (including starting coverage early to avoid a gap)
- Partner position

- Family or housing benefits (including tuition, maternity/paternity leave, etc.)
- Visa authorization or an expedited visa application process
- More time to make a decision

Job applicants in STEM or other fields who need to set up laboratories or experiments must give their negotiations special consideration. For more information on setting up a lab, consult UChicagoGRAD's Handout on Setting Up a Lab at grad.uchicago.edu (Career Development > Job Document Resources > Academia).

Once you determine your priorities, work with your advisors and UChicagoGRAD career advisor to craft an effective negotiation strategy. You can set up an appointment via GRAD Gargoyle, or, if you are on a tight timeline, you can email a career advisor to find a meeting time. In addition, you should seek guidance from your faculty mentors or other recently hired assistant professors on norms in your field. For salary negotiations, you can seek benchmarking data from publicly available sources, such as *The Chronicle of Higher Education* (https://data.chronicle.com/) or state-level public employee salary databases. For further advice on academic negotiations, see UChicagoGRAD's presentation on the topic at grad.uchicago.edu (Career Development > Negotiation Resources).

## REFERENCE LIST
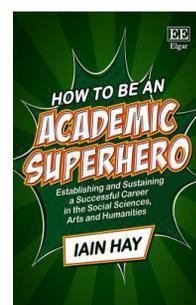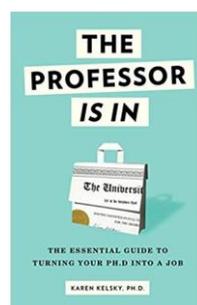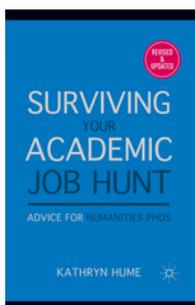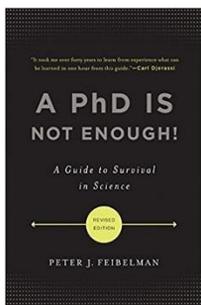


### Books

- Feibelman, Peter J. *A PhD Is Not Enough! A Guide to Survival in Science. New York: Basic Books*, 2011.
- Hay, Ian. *How to Be an Academic Superhero: Establishing and Sustaining a Successful Career in the Social Sciences, Arts, and Humanities*. Northampton, Mass.: Edward Elgar Publishing, 2017.
- Hume, Kathrin. *Surviving Your Academic Job Hunt: Advice for Humanities PhDs*. New York: Palgrave MacMillan, 2010.
- Kelsky, Karen. *The Professor Is In: The Essential Guide to Turning Your Ph.D. into a Job*. New York: Three Rivers, 2015.
- Vick, Julie Miller, Jennifer S. Furlong, and Roxanne Lurie. *The Academic Job Search Handbook*. 5 ed. Philadelphia: University of Pennsylvania Press, 2016.

### Periodicals

- *Chronicle Vitae*
- *Inside Higher Ed*

# UCHICAGOGRAD AND CCT ACADEMIC JOB SEARCH RESOURCES

**Career Advising.**  During a career advising appointment, you can . . .

- Receive feedback on your academic job market documents
- Set goals and limits for your academic search
- Learn about the range of academic career options available to you with a Ph.D.
- Develop a negotiation strategy after receiving your job offer

*Book an appointment by logging into GRAD Gargoyle (gradgargoyle.uchicago.edu).*

**GRADTalk.**  During a GRADTalk appointment, you can . . .

- Practice your interview skills through one-on-one mock interviews
- Prepare for campus visits, including job talks
- Build a positive, empowered narrative that connects your past, present, and future

*Book an appointment by logging into GRAD Gargoyle (gradgargoyle.uchicago.edu).*

**GRADWriting.**  During a GRADWriting appointment, you can . . .

- Improve the clarity and rhetorical impact of your job market writing sample
- Get "unstuck" from a current writing project (dissertation chapter, article manuscript, etc.)
- Develop advanced skills in revision

*Book an appointment by logging into GRAD Gargoyle (gradgargoyle.uchicago.edu).  Learn how to prepare for your writing consultation by visiting* writing-program.uchicago.edu/grads/gwcs*.*

**Chicago Center for Teaching.**  During a CCT advising appointment, you can . . .

- Improve your teaching statement, teaching portfolio, and sample syllabi
- Receive feedback on your teaching demonstration
- Receive feedback on your teaching through a mid-course review (MCR) or individual teaching consultation (ITC) with the CCT's Teaching Consultants

*Book an appointment by logging into GRAD Gargoyle (gradgargoyle.uchicago.edu). Request an MCR or ITC by visiting:* teaching.uchicago.edu/services/peer-observations-and-feedback-grads-postdocs/*.*

**GRAD Diversity.** During a GRAD Diversity appointment, you can . . .

- Receive guidance in drafting a diversity statement
- Discuss issues and concerns related to diversity in the context of the academic job market
- Learn about resources from the National Center For Faculty Development and Diversity

*Book an appointment by logging into GRAD Gargoyle (gradgargoyle.uchicago.edu).*

**Sounding Board.**  During a Sounding Board appointment, you can . . .

- Discuss how to optimize your work-life balance and satisfaction
- Problem-solve challenges that you are encountering on the job market

*Book an appointment by logging into GRAD Gargoyle (gradgargoyle.uchicago.edu).*

**Online and Library Resources.**  Available resources include . . .

- Job market advice books, located in the Graduate Career Development Resources Collection on the first floor of the Regenstein Library (*guides.lib.uchicago.edu/careers*)
- UChicagoGRAD's online guides to CVs, cover letters, and more (*gradcareers.uchicago.edu*)