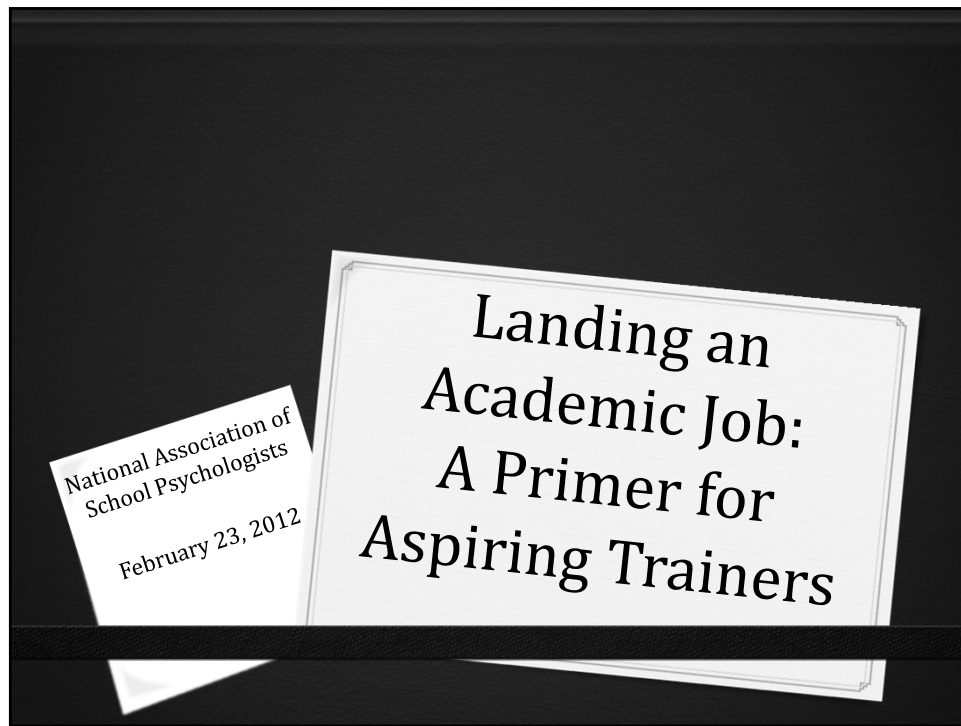


Proctor, S., Sullivan, A. L., Clemens, N., Shirberg, D., & Harris, B. (2012, February). *Understanding and undertaking successful academic job searches*. Symposium at the annual convention of the National Association of School Psychologists, Philadelphia, PA.



Panelists

- o Nathan Clemens, Texas A&M University
- o Sherrie Proctor, Queens College, CUNY
- o Amanda L. Sullivan, University of Minnesota
- o David Shriberg, Loyola University Chicago

Agenda

Describe the academic hiring process.

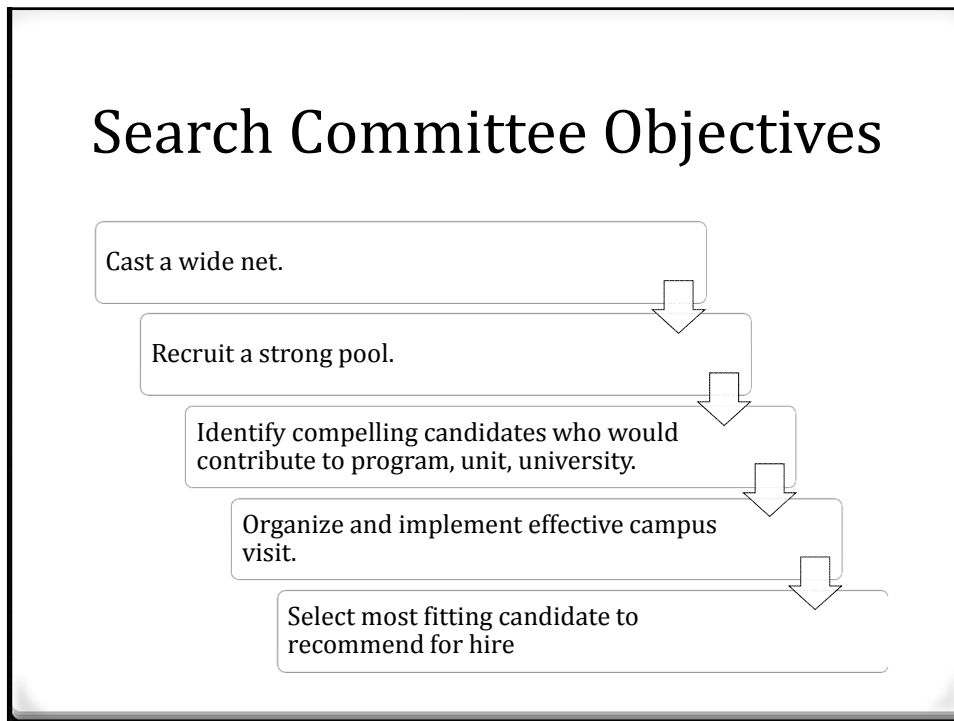
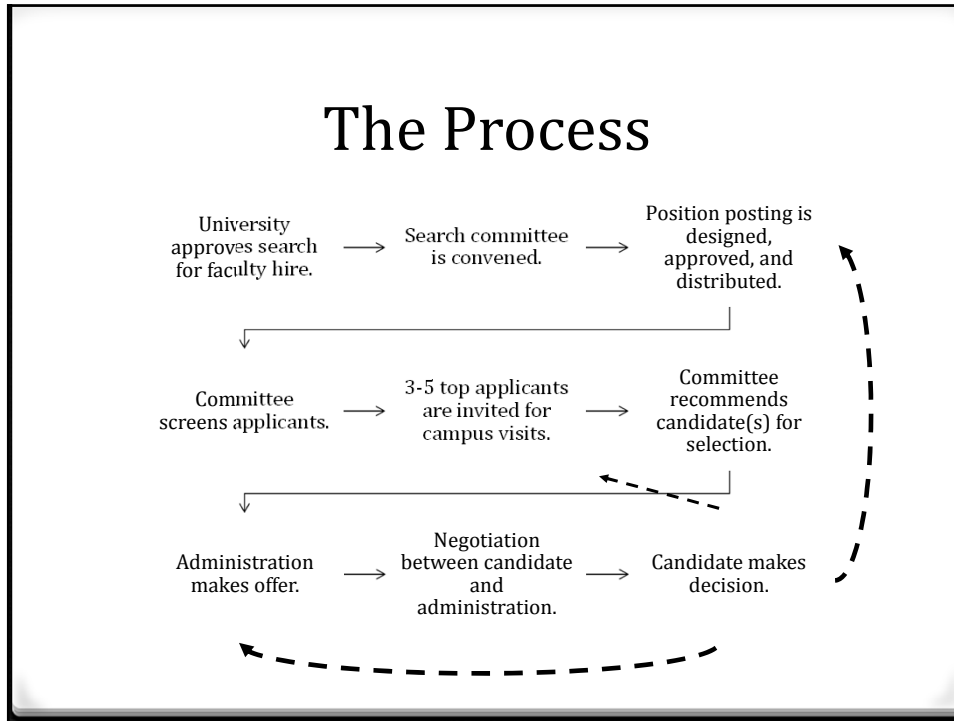
Describe how to undertake an academic job search.

- Determining the type of position you want
- Locating open positions
- Understanding job postings
- Preparing application materials

Describe the applicant review and interview process.

- Elements of the campus visit
- Managing offers and negotiations

The University Faculty Hiring Process



Planning An Academic Job Search

Questions to Consider Before Beginning Your Search

What types of positions will I consider?

- Discipline, program type, faculty v. research v. adjunct v. fellowship, tenure v. non-tenure track, research expectations, teaching load, administrative duties

What type of institutions will I consider?

- Level of research, public v. private, size, mission

What, if any, are my geographic restrictions?

- Region, weather, urban/suburban/rural

What personal considerations will temper my search?

- Partner, children, family, lifestyle, social networks...

Locating Postings

- o **Professional Listservs**
 - o DIV16@lists.apa.org
 - o CDSPP@lsv.uky.edu
 - o SPTRAIN@LSV.UKY.EDU, <http://lsv.uky.edu/archives/sptrain.html>
- o **Websites**
 - o The Chronicle of Higher Education:
<http://chronicle.com/section/jobs/61/>
 - o <http://www.higheredjobs.com/faculty/>
 - o <http://www.AcademicCareers.com>
 - o <http://universityjobs.com/>
 - o <http://www.tedjob.com/>
 - o National Higher Education Recruitment Consortium (HERC):
<http://www.hercjobs.org>
- o **Journals**
- o **Colleagues – Network, network, network!**

Dissecting the Job Posting



Common Elements

Unit
Type and duration of position
Research/funding expectations
Teaching load
Advising, administration, service expectations
Required qualifications
Desired qualifications
Application components
Timelines



Filling in the Gaps

Contact the search chair regarding any position details not included in the posting
Explore the program, department, and university websites
Familiarize yourself with other faculty in the program
Check out the other junior faculty in the unit

Sample Posting

The University of Maryland, Department of Counseling, Higher Education, and Special Education seeks to fill an open-rank, tenure track position in its school psychology specialty to begin August 2012. The Department is seeking an individual who will contribute to its long tradition of scholarly research and national leadership. The Department offers undergraduate, master's and doctoral degrees in three broad areas: higher education, student affairs, and international education policy; special education, and counseling psychology, school psychology, and counselor education. The Department's programs consistently have received high national rankings, including the U.S. News top rank in the counseling specialty. More information on the Department and College of Education can be found at www.education.umd.edu/edcp.

We seek candidates who have a focused program of research but who can contribute to teaching and research in other areas. Position responsibilities include conducting an on-going program of focused research, seeking and securing external funding, teaching graduate courses, providing practicum supervision, and supervising master's theses and doctoral dissertations. The candidate's research and professional interests areas are open. Commitment and ability to prepare students to work with individuals of diverse cultural backgrounds and personal characteristics is essential.

Qualifications for the Position at All Ranks:

- Ph.D. in school psychology or closely related field (required).
- Training and professional experiences appropriate to teach applied courses in the school psychology specialty (required).
- Ph.D. from an APA-accredited program (preferred).
- Research and professional interests that allow for contributions to other specialties in the Counseling Psychology, School Psychology, and Counselor Education program area (preferred).

Qualifications for the Assistant Professor Rank (required):

- Evidence of, or potential for, the development of, a clear and focused research agenda.
- Demonstrated record of, or potential for, securing external funding.

Qualifications for the Associate or Full Professor Rank (required):

- Demonstrated record of focused research, appropriate for rank.
- Demonstrated record of securing external funding, appropriate for rank.
- Record of high quality teaching and service commensurate with associate or full professor rank in the Department.

Candidates should upload: (a) a letter of application addressing the qualifications and expectations noted above, (b) a current curriculum vitae, and (c) names, addresses, and telephone numbers of three persons from whom letters of reference may be requested. Requests for confidentiality until the interview phase of the search will be honored.

For best consideration, please submit all application materials by January 2, 2012. Review of applications will begin immediately and continue until the position is filled.

Application Basics

Application Components

Typical

- Cover letter
- Curriculum vita
- Letters of reference
- Transcripts

Occasional

- Representative publications
- Syllabi
- Course evaluations
- Teaching statement

Crafting an Effective Cover Letter

Demonstrate fit with position posting.

- Show familiarity with instruction, unit, and program
- Articulate what you can bring to the program that will be an asset to them
- Do not use a generic letter for multiple applications

Address every required and desired qualification.

- Include headings for each

Strive for a coherent representation of you as a scholar.

Utilize multiple proof-readers.

Refining Your CV

Content

Education: degree programs, thesis and/or dissertation, advisors, program accreditation, credentialing

Professional Experience: faculty positions, research positions, practical experience

Research: publications, presentations, funded projects

Teaching: courses, roles, overall evaluation, research advising

Service: editorial work; professional memberships, leadership; mentoring.

Fine-tuning

Match order of sections (e.g., research, teaching, service, direct service) to their priorities.

Provide brief explanations of activities for clarity.

Use APA format.

Utilize multiple proof-readers.

Reference Letters

Give as much advanced notice as possible.

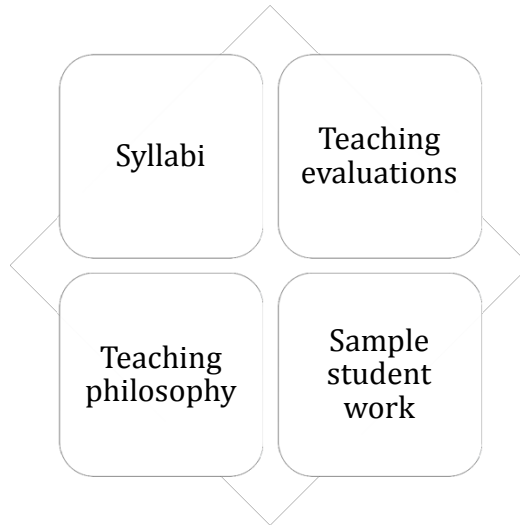
Verify that they are willing and able to provide a "(strong) positive recommendation."

At a minimum, provide referees with the posting, your CV, and your cover letter.

Follow up.

Express thanks.

Teaching Materials



The Campus Interview

What to Expect

Typical	Occasional
<ul style="list-style-type: none">• Interviews<ul style="list-style-type: none">• Search committee• Chair(s), dean, other administrators• Program faculty• Student• Colloquium/Research talk• Meals with search committee and/or other faculty• Campus tour	<ul style="list-style-type: none">• Teaching demonstration• Case study presentation• Meetings with representatives of other departments, centers, committees• Community tours• Meetings at your request

They will pay for or reimburse you for all travel expenses.

Example Itinerary

- | | |
|--|---|
| <p>o Day 1</p> <ul style="list-style-type: none">o 7:30am: Breakfast with search chairo 9:00am: Meeting with program chairo 10:00am: Meeting with Vice Provost for Academic Affairso 11:00am: Meeting with search committeeo 12:00pm: Lunch with adjunct facultyo 2:00pm: Meeting with deano 3:00pm: Research Talko 6:00pm: Dinner with program faculty | <p>o Day 2</p> <ul style="list-style-type: none">o 8:00am: Breakfast with department chairo 9:30am: Meeting with program facultyo 11:00am: Meeting with studentso 12:00pm: Lunch with students and practicum coordinatoro 1:30pm: Teaching demonstrationo 3:00pm: Meeting with research center directoro 4:00pm: Meeting with search chairo 5:30pm: Depart for airport |
|--|---|

Making the Most of “Interviews”

Expect multiple informal meetings and conversations.

You may not experience any “formal” interview.

Be prepared to engage in conversations with administrators, faculty, and students.

Do your homework once you have an itinerary.

Know the department.

Know the work of the faculty.

Be able to discuss linkages and potential collaborations.

Have questions prepared.

Assess collaboration and collegiality

Between faculty

Faculty to student

Program to program

Interdepartmental

Example Questions: General

- o Why do you want to join this department/college/university?
- o Why are you interested in leaving your current position?
- o How do you see yourself contributing to our department?
- o Where do you see yourself in 5/10/15 years?
- o What are your long-term goals?
- o Where do you see this field going in 5/10/20 years?
- o What is your philosophy of training?
- o What institutional issues/service particularly interest you?
- o How would you see yourself contributing to mission of the college and to the campus atmosphere?
- o How do you feel about living here?

Example Questions: Research

- o Tell us about your dissertation.
- o What is the broader significance of your research?
- o What is your 3-5 year plan for research (and why) ?
- o What type of research group do you envision forming?
- o What research programs within the department will you create or strengthen?
- o With which faculty/centers/departments can you envision collaborating?
- o What supports do you need to conduct your research?
- o What are your plans for applying for external funding?

Example Questions: Teaching

- o What is your basic teaching philosophy?
- o What courses would you like to teach?
- o How would you teach an introductory course in X?
- o How do you incorporate technology in your teaching?
- o How do you approach teaching students of mixed abilities and backgrounds?
- o What experience do you have teaching or learning in X setting?
- o How has our research influenced your teaching?

Fact Finding: What to Ask About

Faculty governance/
Administrative
structure

Faculty mentorship

Expectations for
promotion and tenure

- Publications
- External funding
- Quality of teaching

Typical course load

Expectations/
opportunities for
summer teaching?

Availability of
relocation funds, start-
up funds, TAs/GAs,
professional
development funds

Local communities.
Housing market.
Faculty
neighborhoods

Presence of other
junior faculty

Job prospects, local
connections for
spouse/ partner

The Research Talk: A Plan for Success

Select a topic
that reflects
your
scholarship
and
trajectory.

Be concise.
Avoid wordy
slides.

Appeal to
generalists
and
specialists.

Anticipate
and allow
time for
questions.

Practice,
practice,
practice.

Preparing an Effective Research Talk

Be specific.

Unless a general talk is requested, it is generally not well-received.

Focus on a specific question or a research study you've completed

Plan to showcase ability to design and carry out a study, communicate the results effectively, answer questions, and connect to new avenues of research

Be prepared for questions/challenges.

Don't be afraid to say "I don't know"...or better, "I don't know that YET"

Use tough questions to acknowledge a new angle or question

Acknowledge limitations.

Remember, It's a Mutual Audition

Both sides are invested in establishing fit.

- Ask a lot of questions
- Observe
- Take good notes

Be prepared to be "on" from arrival to departure.

- Do your homework on the people you'll meet.
- Ask to give your talk early in your visit.
- Have lists of questions prepared.
- Dress professionally, but make sure you are comfortable.
- Monitor your caffeine and alcohol intake.

Plan for the unexpected.

- Don't check anything that you will absolutely need (e.g., copy of presentation, flash drive with PPT).
- Be prepared problems during your presentation(s).

Be authentic.

Managing Offers

Analyze the Offer

- o Start date
- o Position
- o Roles and responsibilities
 - o Teaching and advising
 - o Research
 - o External funding
 - o Service
 - o Practice
- o Probation period and performance evaluation, promotion and tenure criteria
- o Travel, research, professional development allowances
- o Graduate/research assistants
- o Equipment, office space
- o Relocation expenses

Negotiating

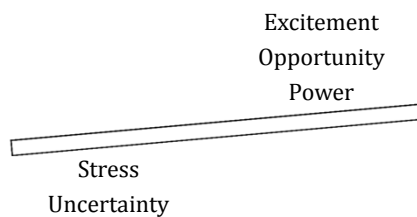
Considerations

- (Almost) Everything is negotiable.
- Know your long-term goals and what you need to achieve them.
 - What are your priorities?
 - What do you need to be productive?
 - What is essential, nice, and unnecessary?
- Do your homework.
- Be strategic but honorable.
- Recognize that this may be your only chance to ask for these things.

Potential Terms

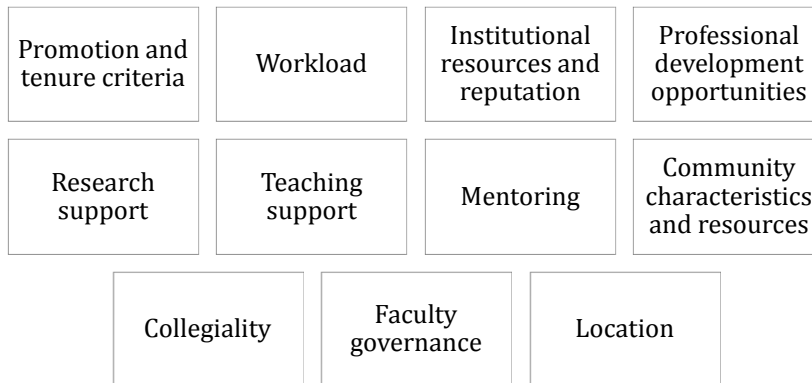
- 9-month salary
- Summer salary
- Moving expenses
- Start date
- Course release(s)
- Course assignments
- Teaching assistants
- Research assistants
- Research start up
- Travel funds
- Professional development funds
- Equipment
- Space
- Spousal appointments

Managing Multiple Offers



- o Verify/clarify the terms of each offer.
- o Be honest with all parties.
- o Be discreet.
- o Analyze the pros and cons of each option.
- o If you have no intention of accepting a particular position, let them know promptly.
- o Only ask a school to match an offer if you would accept it.

Other Professional & Personal Considerations



Web Resources

- o <http://www.apa.org/education/grad/careerguidance.aspx>
- o http://teachingcommons.cdl.edu/cdip/careertalk/academic_interviews.htm
- o http://students.itsoc.org/JobResource/Tips/Academic_interview_advice.pdf
- o <http://chronicle.com/article/The-Academic-Job-Interview/44607>
- o http://serc.carleton.edu/NAGTWorkshops/careerprep/jobsearch/research_statement.html
- o http://serc.carleton.edu/files/NAGTWorkshops/careerprep/jobsearch/interview_proce.pdf
- o https://www.training.nih.gov/assets/Preparing_for_Academic_Interviews_Handout.pdf
- o http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/1120/be_honorable_and_strategic

Other Resources

- o Darley, J. M., Zanna, M. P. & Roediger, H. L. (Eds.). (2004) *The complete academic: A career guide 2nd edition*. Washington, DC: American Psychological Association.
- o Lucas, C. J., & Murry, J. W. (2002). *New Faculty: A practical guide for academic beginners*. New York: Palgrave.
- o Schoenfeld, A. C., & Magnan, R. (1994). *Mentor in a manual: Climbing the academic ladder to tenure*. Madison, WI: Magna Publications.

Other Relevant NASP Sessions

Straight Talk About Faculty Careers: Perspectives and Advice From Trainers

Friday, February 24th 10:00-11:20am
Marriott Philadelphia Downtown, Grand Ballroom A (5th Floor)

Effective Teaching & Mentoring for Graduate Education

Friday, February 24th 10:00-11:20am
Marriott Philadelphia Downtown, Grand Ballroom B (5th Floor)

Developing a Program of Research: Tools for Success in Academe

Friday, February 24th 11:00-11:50am
Marriott Philadelphia Downtown Room 301 (3rd Floor)

Dollars and Sense: Understanding Funding Opportunities for Research and Training

Friday, February 24th 3:00-3:50pm
Marriott Philadelphia Downtown Room 301 (3rd Floor)

Developing and Sustaining Healthy Work-Life Balance in Academia

Friday, February 24th 4:00-5:20pm
Marriott Philadelphia Downtown, Grand Ballroom A (5th Floor)

Contact Information

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