

FACULTY CAREER ROAD MAP

Year 1 of PhD (Sections I & II)

- Explore the characteristics of different colleges and universities, and how those influence faculty life
- Attend conferences and meet people at your desired institution types

Year 2 (Section III)

- Start exploring what you need to be a competitive candidate
- Begin PFF certificate program

Year 3 (Section III)

- Present papers or posters at conferences
- Look for teaching opportunities
- Talk to faculty at target institution types

Post Coursework (Section III)

- Start submitting articles for publication
- Continue attending conferences
- Reassess your preparedness for your target institutions
- Develop your online presence

Dissertation Stage (Section IV)

- Begin preparing documents and learn about the application process

This document is designed to help you maximize your potential value to the schools you want to work for. Here you see a visual map of what you should do at different points along your journey. Track your progress along the way and update as needed on the pages that follow.

While this document may seem a little overwhelming at first glance, it's helpful to see the end goal at the beginning of your journey, to plan your time accordingly. The document is not meant for you to complete in one sitting or linearly. You will want to revisit earlier sections of the document as you gain more experience.

Work through this document at your own pace. Use it in meetings with advisors and mentors, PFF and Career Development appointments, and as a general reference to check progress.

Landed the Job (Section VI)

- If you landed the academic job, begin researching tenure requirements

6mths Before (Section IV)

- Based on the response to your applications, begin applying to post-doc and adjunct positions

1 Year Before (Section V)

- Apply for jobs
- Do mock interviews
- Learn about negotiation strategies

15mths Before (Sections IV & V)

- Have application documents reviewed
- Begin interview preparation

18mths Before Target Start Date (Sections III & IV)

- Draft application materials
- Reassess market for your field/institution

FACULTY CAREER ROAD MAP

Success on the academic market takes careful thought, planning, and time. Unfortunately, some graduate students do not learn what they must do (beyond coursework, qualifying exams and dissertating) to build a competitive CV and become a strong candidate until it is too late. The goal of this document is to help you think far enough in advance about your desired academic career, so you make the right strategic moves at the right time to prepare yourself for the market. This document also includes information about the tenure process, because getting the job does not guarantee you will get tenure (which also takes careful thought, planning, and time).

At the end of this document there are some resources to help you gather some of the information you may not have. The list is not exhaustive, so be sure to look beyond it!

I. WHAT TYPE OF ACADEMIC INSTITUTION DO YOU PREFER?

The life of a faculty member varies considerably based on the type of institution for which you work. The best way to find out about those differences is to speak to faculty currently working at the types of institutions you are interested in pursuing and ask them what you should expect. This is also a good way to make connections in your field. Before you reach out to faculty, it is helpful to have a clear idea about the desirable qualities and characteristics of the type of institution you would prefer.

Institutional Demographics

You should develop a clear idea about the qualities of the institution you would find desirable. Consider the following characteristics, and note which factors you consider favorable and would be important in influencing your decisions.

Type:

- Community College
- Doctoral Granting University
- Masters Granting University
- Baccalaureate College
- Public
 - Religious
 - Secular
 - Not For Profit
 - For Profit
 - Selective
- Private

Location:

- Anywhere in the US
- Certain part of the US
 - West Coast
 - Mid-West
 - South
 - East Coast
- Other countries
- Urban (within 1 hour of a major city)
- Rural
- Job opportunities for partner
- Quality of education for children
(current or planned)

Special Characteristics:

- Women's College
- Historically Black College
- Liberal Arts College
- Technical College
- Specific religious affiliation
- Specific disciplinary orientation
- Prestige, reputation, & ranking
of department and/or institution

Student Body Demographics

The demographics of the student body at an institution will impact your experience as a faculty member, as can the size of the institution. The larger the institution, the larger the class sizes tend to be, which means a larger student-to-faculty ratio. A substantial part of your work as faculty will involve interacting with students in teaching, advising, mentoring, and including them in research activities. Thinking carefully about your expectations and knowledge of student demographics will help you ask better questions in developing your career plans. You may find this information for any institution you are considering by looking at data from the Office of Institutional Research or their Admissions page.

Enrollment Demographics:

- Geographical origins
- Socioeconomic distribution
- % of first generation
- LGBTQ friendly
- % of students from underrepresented groups
- Competitive admissions
- Commuter campus
- Residential campus

Student Body Size:

- Very Large (30,000 - 55,000)
- Large (15,000 - 30,000)
- Medium (5,000 - 15,000)
- Small (1,500 - 5,000)
- Very Small (500 - 1,500)

NOTE!

As you consider the characteristics you would like to see in the institution where you would like to be faculty, it is important to note that when you are on the market, there will be a limited number of positions open for which you qualify. Thus, keep in mind that you will need to be flexible in your preferences.

Type of Position

Being an academic can mean many things. In addition to the better known tenure-track appointment, there are a variety of other full-time options that may be called by different names and may offer similar job stability to a tenure-track position. There are also contract/grant-funded positions and adjunct positions. Some of these positions may involve teaching, while some may not. As you consider joining the academy, consider the variety of roles open to you and what is most important to your career goals. Take a moment to consider the various types of departments and positions within an institution, and check the ones you are open to pursuing.

Faculty:

- Non-Tenure Track
 - Adjunct Faculty
 - Visiting Professor
 - Lecturer
 - Sabbatical Replacement
 - Contract Position
 - Post-Doc Position
- Tenure track
 - Assistant Professor
 - Lecturer with security of employment
- Post-Tenure
 - Department Chair
 - Assistant Dean
 - Associate Dean
 - Dean
 - Vice President/Provost
 - President

Administrator:

- Academic Affairs
- Student Affairs
 - Enrollment Services
 - Auxiliary Services
 - Wellness, Health, & Counseling Services
 - Student Life & Leadership Services

II. WHAT KIND OF FACULTY LIFE DO YOU WANT?

When deciding to apply for any academic position, it is helpful to have a clear understanding of what the position entails. For example, when considering a tenure-track position, there will be duties beyond teaching and research that you will be evaluated on when you come up for tenure. The best way to get a realistic picture of what your life will be like in the position and at the institution you desire is to talk to someone who has that position at a similar institution to the one(s) you are considering. Faculty are often very willing to talk about their jobs to prospective colleagues, so don't hesitate to contact them.

Expectations, Duties, & Responsibilities

Depending on the type of position you are seeking within academia, the duties and responsibilities you are expected to successfully balance and manage can differ. Keeping in mind the type of position you are interested in pursuing, indicate which of these expectations you recognize are obligations associated with the position you are seeking.

- Research and publishing
- Teaching load
 - Undergraduate courses
 - Graduate courses
- Service to the Department/Institution
- Service to Professional Association(s)
- Advising
 - Undergraduate students
 - Graduate students
- Managing a lab
- Grant writing/funding research
- Service to the community (clinical or service based work)

Additional Considerations

There are factors you want to consider that may impact your long-term viability at the institution where you are hired. You may want to explore these factors before applying, and you may want to ask about them during your on-campus interview. For example, if the school is trying to increase its research profile, you may be expected to produce more research to get tenure than your colleagues hired a few years before you. Ask questions to ensure the factors you need to be successful are available to you. Indicate which of these factors you have investigated and will impact your decision to apply for a position.

- Probability of Tenure
- Salary Minimum (in relation to cost of living)
- Family Leave policies
 - Impact of having children on tenure track
- Partner Hire policies
- Benefits
- Sabbatical policies
- Work-Life balance
- Funding (labs, computers, travel, research, library, etc)
- Availability of a mentor
- Availability of local colleagues
- Availability of certain facilities
- Collegiality of department (work culture)
- Pressure from inside the department to produce research
- Pressure from outside the department to produce research
- Need graduate students to help achieve your research goals

III. WHAT DO YOU NEED TO BE A COMPETITIVE CANDIDATE AT YOUR PREFERRED INSTITUTION?

Each type of institution has its own criteria for what makes a competitive candidate. Doctoral-granting institutions tend to favor candidates with a strong publication record and may be willing to consider candidates with little to no teaching experience. However, community colleges will favor candidates with a strong teaching record and tend to prefer those who specifically have community college teaching experience. You must research what you truly need to be a competitive applicant for your preferred institution type. For example, you can look at the institution's department website to find and review the CVs of recent hires; look for possible preferences for certain schools, subfields, teaching/research experience, awards, etc.

Research the Market for Your Field

You've heard the academic market is tough, and that's true. However, some fields/subfields are more in demand than others, and the type of available positions will vary. You should begin paying attention to the hiring prospects in your field/subfield from Day 1 of your program. A great way to start is by digging into your available resources and finding answers to the following questions. For field-specific information, refer to your professional association(s).

1. What is the general hiring outlook in your discipline/field of research?

2. What are the different departments/fields/subfields might you qualify for?

3. How competitive is your field (e.g., # of applicants per position, # of publications needed to make the short list, # of opening per year)?

NOTE!
If you are interdisciplinary, you may be able to apply to positions in more than one discipline and subfield. Speak to faculty in different departments/universities to see how they view people with an interdisciplinary background and identify departments where you have a realistic chance of being considered.

Research Expectations for Your Preferred Institution

You need to begin building your research profile early. In a best case scenario, it takes close to two years from the time you submit an article for publication until it is actually published. Consider every writing project you do as a potential poster, conference paper, or publication. Learn the conventions for conference presentations and publications for your specific field. Identify and engage in activities that will help build your research portfolio, such as working as a research assistant or seeking research mentors and/or collaborators at CGU and other institutions.

NOTE!
Most manuscripts are not accepted for publication without major revisions, which delays your publication date. You may also have the same article rejected by multiple publications before you find a home for it. To increase your odds of getting published, try to have multiple publications out for review at the same time.

1. How many conference papers/posters, at minimum, do I need? Which conferences are valued in my field?

2. How many publications, at minimum, do I need? Which journals are valued?

3. What kind of grant-funded research knowledge and experience do I need?

Teaching Expectations for Your Preferred Institution

Actual training on how to successfully prepare and teach a class is very rarely found as a standard component of PhD programs. CGU, however, offers the Preparing Future Faculty (PFF) Program & Certificate, which prepares candidates with the specific skills and strong pedagogical foundation needed to teach effectively. In addition to the PFF Program, you should consider additional activities for skill development and how/if these activities promote your chances of landing the academic job you are seeking.

1. What resources are available to find out about teaching trends and issues in my field? Who can I speak to?

2. To what extent are TA appointments regarded as valuable within my field/by the institution I am targeting?

3. What instructor opportunities must I complete? How many classes, which topic areas, and at what types of institution(s)?

Post-Doc Expectations for Your Preferred Institution

Some fields require a post-doc between completing a PhD and starting a tenure-track position. Post-doc appointments are often a way to gain additional research or teaching experience before seeking a tenure-track position. Most post-docs are research focused and give you an opportunity to build your publication record. However, a few post-doc appointments focus on teaching, and these are primarily found in humanities fields. Not every field offers post-doc positions; therefore, this may not be an option for you.

1. To what extent is a post-doc appointment valued in my field? Is a post-doc appointment expected in my field?

2. Which type of post-doc appointment do I need (research or teaching focused)? Who should I work with?

3. Where can I locate post-doc opportunities within my field?

4. What is the timeline associated with applying for a post-doc appointment?

IV. PREPARING TO GET THE JOB

The following section offers information about how to get a job. It is important to look at this section well in advance because it can take more than six months to prepare your application materials and get ready to interview. Many of the documents you need to prepare will take multiple drafts and may require you to gain experience before you can write an effective document (for example, it will be hard to write a teaching philosophy if you haven't taught yet). Additionally, you will be preparing job applications at the same time you are trying to write a dissertation, so the earlier you begin preparing, the better.

Preparing Application Documents

As you prepare your curriculum vitae (CV), be aware that while there are certain universal characteristics of CVs, there are also field-specific idiosyncrasies you must consider. Additionally, you will need different versions of your CV and cover letter depending on the types of institution to which you are applying. For more about cover letter conventions for different types of schools, see the resources page in Handshake for "Writing an Academic Cover Letter."

1. What are the field specific expectations for my CV? How do I tailor the CV for the different institutions types I am targeting?

2. What are the cover letter conventions for the different institution types I am targeting?

3. Whom should I include as part of my references? Who can speak to my teaching experience? My research experience?

In addition to your CV and cover letter, there is a wide variety of other documents you may need to produce for a complete application packet. In general, applications might require teaching philosophy statements and a sample syllabus. Take a moment to consider which types of documents you know are required and if you need to spend time developing/further developing these documents.

NOTE!

You can find examples of teaching philosophies, research statements, diversity statements, and syllabi online - and so can the people at the school were you applying. If you borrow, be sure to properly credit your source! There have been cases of candidates being excluded from consideration due to plagiarism.

- Teaching Statement
- Research Statement
- Diversity Statement
- Writing sample
- Sample syllabus
- Evidence of teaching effectiveness
 - Portfolio
 - Student evaluations
 - Sample assignment(s)

4. What other documents would be useful to develop? How long does it take to develop these documents?

5. What kind of professional web presence (LinkedIn, Academia.edu, ResearchGate.com, e-portfolio, etc.) do I need to have?

V. PREPARING FOR INTERVIEWS

It takes a lot of time and energy to prepare for your interviews. You will most likely have two interviews (a screening and an on-campus interview) for each institution that is interested in you. The on-campus interview will require more than just meeting faculty and answering questions; it may involve teaching a class, giving a research and/or 'brown-bag' talk, meeting with students, etc. Additionally, you will be interviewed by higher level administrators, deans, vice-presidents, and possibly the president, depending on the institution. It is important that you understand the expectations for these different elements of the interview experience and that you prepare and practice well in advance.

Screening

Many institutions conduct preliminary interviews with their short-listed candidates to determine who they will invite to campus. This may take place at a conference, by phone, and increasingly via Skype. Your preparation strategies should be matched to the method by which the interview will be conducted. Phone interviews require greater vocal control than do in-person interviews, while Skype interviews require a degree of comfort with looking at the camera on the computer rather than at the monitor screen. The Career Development Office can provide you with tips and strategies on how to prepare for each interview type, as well as set up practice interviews that offer real life feedback on your performance.

1. Does my field do conference interviews?

2. What should I expect from the screening interview?

3. How should I prepare?

On-Campus Interviews

Most on-campus interviews at four-year universities are at least one day long and may be even one and a half days. Most community college interviews are one hour long. If you are flying to a different part of the US, you will need to account for the extra travel day(s) you will need. Also, most schools will ask you to book your own flight and will reimburse you after the interview (and it can take more than a month after the interview before you get a check). In general, community colleges do NOT pay for travel to the interview, so keep that in mind when you apply. In addition to preparing and practicing your responses to possible interview questions, you should also prepare and practice your teaching demonstration and research talk (if required). Check to see if your department holds practice sessions for teaching/research talks. You can also contact the PFF program for advice and guidance on your teaching demonstration. Make sure to research the interview expectations for the types of institutions you will apply to well in advance so you can prepare appropriately.

NOTE!
If your department does not have planned practice sessions, you should request one!

1. Will I be expected to give a research talk?

2. Will I be expected to give a teaching demonstration?

3. What other activities should I prepare for?

After the Interview

The hardest part is the waiting. It may take a month or more from you to hear back from the school. Generally schools invite two or three candidates to campus and they will not notify those they don't hire until the first person they make an offer to accepts. Thus, not hearing back immediately does not necessarily mean you did not get the position. There are many contented professors who were their schools' second or third choice! Below are some things you can do while waiting for a response.

Post Interview Debrief

After the interview, take some time to consider your performance:

- Were there questions you were unprepared to answer?
- Did your teaching demonstration/research talk go as you planned?
- What do you need to do to improve your interview performance for future campus visits?

Give careful thought to whether this is the right institution & position for you:

- Did you feel a connection with the faculty, students, staff, & administrators you met?
- Can you envision yourself spending your career there (this is important as you may not be able to move to another institution later in your career)?

Consider personal needs and factors you need to make this work for you:

- Is the community a fit for your personal life?
- Are others affected by this move excited to live there?
- Will the institution and position give you what you need to be successful?
- What does your gut tell you?

Notes on my interview experience:

Post Interview Etiquette

- Write a thank you note to the search committee chair no later than two days after the interview. Reiterate your desire to join the department (if that is true).
- Write a thank you note to the dean or other higher level administrators you met. Be sure to reference something you discussed during the interview and reiterate your desire to become a part of the university community.
- If you have decided you will not accept an offer if they make one, write a thank you note anyway and thank them for their time. DO NOT mention that you are not interested in the position, as that would be presumptuous.

Preparing to Negotiate

After your interview, check out the human resources page for the university and begin to explore the benefits. If it is a public institution, you are likely to find salary information either on the university's site, or through a state website; if the school is private, it will be harder to find salary data. When the school is ready to make an offer, you will probably be contacted by the department chair. That person may or may not be the person you negotiate with. When the call comes, don't accept right away. Do express your desires to join the faculty, but avoid saying yes until you understand exactly what you are agreeing to and have had time to carefully consider the offer. You should ask to see everything in writing.

NOTE!

You should always negotiate the conditions of your offer! Don't play 'hardball,' but do ask for what you need to be successful. Most universities generally expect that you will ask for more, so they usually leave room for negotiating. If you are nervous about negotiating, ask for help from your mentors or from the Career Development Office.

1. What elements of the offer can I negotiate?

2. What are my 'must-haves' (space, equipment, etc.,) - the things I need to be successful?

VI. PREPARING TO KEEP THE JOB

Getting the tenure-track position is not the end of the challenge, but the beginning of a new one. While you should inquire about the tenure expectations during your interview, you should not expect them to remain static during your pre-tenure period. Most pre-tenure periods are six years. This means you will apply for tenure during the fall of your sixth year as an assistant professor. If you are granted tenure, you will be tenured year 7 and then you begin preparing your portfolio for promotion to full professor, which is generally another six years. Ideally, you will have a pre-tenure review in year 3 where the Department Chair will tell you explicitly what your odds of tenure are based on what you have accomplished so far.

You should expect that you won't make much progress on your research during year 1. Most postdoctoral scholars and graduate students seriously underestimate the amount of time it takes to adjust to a new position, department, and the requirements of teaching, advising, and departmental meetings. Most universities will protect new faculty from additional service requirements outside the department during their first year; however, you cannot opt out of departmental activities during your first year.

Tenure Requirements

The requirements for tenure will vary based on the type of institution where you work. Almost all faculty jobs have three areas on which faculty are evaluated: teaching, research, and service. These three areas are not equally rated, so you need to understand how each is weighted at the institution where you work. Doctoral granting institutions (also referred to as R1 or R2 schools) value research above teaching and service, while community colleges value teaching and service over research.

NOTE!
Because tenure requirements vary greatly by institution and field, you should conduct informational interviews with new assistant professors and newly tenured associate professors at the institution type you hope to join, so you can understand the expectations.

1. How many publications do I need to be considered for tenure?

2. What specific journals should I target for publications?

3. Do I need a published book?

4. Does a book under contract count?

5. Do conference papers/presentations count?

6. Do I have to bring grants into the institution?

7. How does the institution evaluate teaching?

8. How does the institution evaluate service?

9. What are the additional institutional requirements for tenure?

VII. ADDITIONAL RESOURCES

Online Resources:

Inside Higher Ed <http://bit.ly/2eXF0qT>

Chronicle of Higher Education <http://www.chronicle.com/>

American Association of Colleges and Universities www.aacu.org/

American Association of University Professors <https://www.aaup.org/>

Your professional association

Books:

Babcock, L. & Laschever, S. (2009). *Women Don't Ask: The High Cost of Avoiding Negotiation - and Positive Strategies for Change*. Princeton University Press.

Bain K. (2004). *What the Best College Teachers Do*. Cambridge: Harvard University Press.

Brookfield, S. D. (2006). *The Skillful Teacher: On Trust, Technique, and Responsiveness in the Classroom* (2nd. ed.). San Francisco: Jossey Bass.

Miller Vick , J., Furlong, J. S., & Lurie, R. (2016) *The Academic Job Search Handbook* (5th ed). University of Pennsylvania Press

Svinicki, M. D. & McKeachie, W. J. (2014) *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. (14th ed.). Belmont, CA: Wadsworth Cengage.