

ACADEMIC JOB MARKET TIME-LINE

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June – August	Find job listings. Best source for academic jobs is APSA E-Jobs (free with APSA membership). Another good source is the Chronicle’s Career Network (free). Make sure to pay attention to (a) deadline for application and (b) specific information requests.
July	Provide committee with chapters so that they can write recommendation letters. Make sure you tell them over and over the deadlines you need to meet.
August	Schedule interviews at APSA placement fair (esp. teaching jobs).
August – September	(1) Update CV: Post it on the dept’s Hire an OSU PhD site. (2) Order transcripts. (3) Write cover letter: Writing cover letters takes time; make sure you personalize them by type of position (liberal arts teaching position versus research I position).
September – October	(1) Mail packets: Packets include (a) cover letter, (b) CV, (c) writing sample (dissertation chapters + other work, esp. if published), (d) transcript. I sent my packets priority mail with delivery confirmation (\$4.30 each). (2) Provide Retta Semones with info for letters of recommendation.
October – November	(1) Work on job talk. <ul style="list-style-type: none"> • Teaching jobs: Plan on being asked to teach a class of undergraduates with faculty present; the topic will be your dissertation. • Research jobs: Plan on 35-40 minute presentation + 45 minute Q & A session. (2) Get your interview outfits ready.
October – January	(1) Pray (alternatively, drink heavily). (2) Schedule and make campus visits: Typically these are two-day visits involving many one-on-one interviews with faculty, several formal meals with multiple faculty and maybe a few graduate students, and your job talk. They are fun (well, I enjoyed mine) but exhausting. So find comfortable footwear.
November - February	(1) Receive multiple offers. (2) Negotiate. (3) Agonize. (4) Decide.
March – August	Celebrate in Vegas; Finish dissertation frantically.
September	Begin life as Assistant Professor.

THE JOB MARKET AS A TWO-STAGE SELECTION MODEL

Stage One: Receiving a Job Talk

Audience: A search committee, typically sub-field specific but sometimes omnibus.

Odds: At most research I schools, a job listing generates ~150 applications. A school typically invites a maximum of 3 candidates to interview on campus.

Metaphor: Getting on the radar screen (Dan Carpenter).

Factors (in order of importance):

- Graduate school reputation & networks.
- Letters of recommendation: Who wrote them and how good are they.
- Do you fit their needs?
 - This is tricky. Job listings will state what fields the dept is searching in but this contains less real information than you might imagine. An increasingly common practice is to have “open” searches, where “open” means that candidates from all subfields compete with each other and the department seeks the “best athlete available.” Another variation is that, within a specific subfield, a listing might say open by region (for comparative) or substantive interest (any field). But then you find out that the search committee really was only interested in someone specializing in Tahiti and you curse them soundly.
- Publications in peer-reviewed journals.
- Your dissertation: Topic, how much of it is done, quality.
- Luck.

Stage Two: Receiving an Offer

Audience: The entire department, esp. key (veto) players in the department. The goal now is to build a coalition of the entire faculty in your favor. That said, most departments operate on strong norms of sub-field deference; put another way, if you are a comparativist and the comparativists in the department don't think you are worth hiring it doesn't matter if the Americanists think you are the best thing since sliced bread.

Metaphor: Matching game (Skip Lupia).

Factors (in order of importance):

- Your job talk.
- The coalition-building process:
 - The job talk is a performance in front of the entire department. It is a pedagogical moment in which you, as the resident expert on the topic of your dissertation, must educate a group of interested academics. As with any teaching moment: you must convince your students of why this is worth learning, tell them what they should know, and have them leave feeling like they learned something important and able to say what that is in two sentences.
 - The one-on-ones are your chance to build the coalition. People will want to know your future research plans. They will ask about what you wish to teach. It's less important what you say than how you say it. The key is to convince them that you will be an interesting addition to the faculty; they are appraising you as a future colleague so present yourself as one.
 - Do you have an advocate?
- Luck.

*** GO BLUE ***